DOCUMENT RESUME

ED 238 640 RC 014 512

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TITLE A Handbook for Title I Migrant Parent Advisory Councils: Understanding the System=Un Folleto Para los Concilios de Padres Titulo I Migrante: Entendiendo el Sistema.
INSTITUTION Education Service Center Region 1, Edinburg, Tex.
PUB DATE 82
NOTE 283p.; Spanish-language section printed in light type on colored paper.
PUB TYPE Guides - Non-Classroom Use (055) -- Multilingual/Bilingual Materials (171)
LANGUAGE English; Spanish

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS *Advisory Committees; Definitions; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Grievance Procedures; Group Activities; Interpersonal Communication; Meetings; *Migrant Education; *Migrant Programs; Organizational Communication; *Parent Associations; *Parent Participation; Parent Responsibility; Parent Role; Program Budgeting; Program Evaluation; Records (Forms); State Programs
IDENTIFIERS ESEA Title I Migrant Programs; Oregon; *Parent Advisory Councils; Public Law 95 561; *Texas

ABSTRACT

A bilingual handbook for Title I migrant Parent Advisory Councils (PACs) was designed to be used by administrators, teachers, consultants and parents in organizing and training PACs at local, district, and state levels. All information is duplicated in separate English and Spanish sections. The first part discusses the Texas migrant program, including background, migrant grants and services, and complaint procedures. A second part covers parental involvement and the role of PACs. Procedures for conducting a meeting are explained in the third section. The fourth part describes evaluation types, parents' role in project evaluation, and evaluation of PACs. Title I application procedures, budget guidelines, and sample application forms are given in the fifth part. The sixth section contains forms and activity guidelines including a parent visitation checklist, parent questionnaire, task sheet, test for migrant PAC members, conference/workshop report form, minutes form, committee report form, treasurer report form, parent evaluation checklist, getting-to-know-you activities, and meeting procedures. A seventh section gives sample by-laws for PACs in Oregon and in McAllen and Dallas, Texas. A 59-item glossary comprises the eighth section. An 8-item list of information sources concludes the handbook. (MH)

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A HANDBOOK FOR TITLE I MIGRANT PARENT ADVISORY COUNCILS

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RC014512

1982

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PREFACE

This handbook was designed to be used by administrators, teachers, consultants, and parents as an informational guide in the organization and training of Parent Advisory Councils at the local, district, and state levels. The information provided should enable anyone using this handbook to become knowledgeable with Title I Migrant regulations and to increase parental involvement in the Title I Migrant programs so as to strengthen the parents' participation in the child's educational process both at home and at school.

It is our intent that the information contained herein will be of utmost use and will prove to be thought provoking to anyone involved in the training of Parent Advisory Councils.

The Texas Migrant Interstate Program Staff

TABLE OF CONTENTS

PREFACE i

PART I

THE MIGRANT PROGRAM IN TEXAS 2
Background 2
The Migrant Program 4
The Application 4
Money Conditions for a Migrant Grant 4
Types of Migrant Services 5
Service Priorities 6
Coordination 6
Complaint Procedures 6
How to File a Title I Complaint 7

PART II

PARENTAL INVOLVEMENT 13
The Role and Responsibility of the PAC 13
Introduction 13
Goals 13
The Role of the Parent Advisory Councils 13
Specific Functions of the Councils 14
Goals of the PAC 14
Parent Participation 14
Your Responsibility as a PAC Member 16
Implementation Process of PACs 20
Illustration of a Sample Organizational Structure and Suggested Functions for Each Level 22
Dissemination 24
Suggestion File 24
What Questions Can PAC Members Ask 26

Being Involved 28
Helping Your Child 29
Laying the Foundation 29
Extra Effort 29
A Daily Routine 30
Home Activities 30
Fostering Self Confidence and Independence 30
Praise and Encouragement 31
In Summary 31

PART III

PROCEDURES FOR CONDUCTING A MEETING 35
Purpose of Standard Procedures 35
Chairperson's Checklist for Meetings 35
Preliminary Activities 35
The Day of the Meeting 36
After the Meeting 36
Eight Steps in Holding a Meeting 36
Motions 37
How Action Takes Place 40
How Voting Takes Place 40
What to Say at a Meeting 41
Being an Officer 43
Responsibilities of Officers 43
Responsibilities of Members 45
By-Laws 45
Committees 46
Types 46
Leadership 46
Function 46
Standing Committees a Council May Need 46
Preparing An Agenda 48
Glossary of Terms Used in Meetings 51

PART IV

WHAT IS EVALUATION 54
Parents' Role in Evaluation 56
Evaluation of PACs 57
Conclusion: Evaluating Your Effectiveness 60

PART V

TITLE I APPLICATION PROCEDURE 62
What is an Application? 62
The Budget 65
Sample Application 66

PART VI

ACTIVITIES AND HANDOUTS 80
Parent Visitation Checklist 80
Sample Parent Questionnaire 82
Task Sheet 83
Test for Migrant PAC Members 84
Getting to Know You Activities 87
Sample Conference or Workshop Report Form 89
Basic Dialogue in Conducting Meetings 90
Eight Steps in Making a Motion 93
Sample Minutes Form 97
Sample Committee Report Form 100
Sample Teasurer Report Form 101
Parent Evaluation Checklist 102

PART VII

SAMPLE BY-LAWS 106
Oregon 106
Dallas 114
McAllen 118

PART VIII

GLOSSARY 122

PART IX

SOURCES OF INFORMATION 129

PART 1

THE MIGRANT PROGRAM IN TEXAS

BACKGROUND

It's no secret, especially to a parent, that our daily lives are affected by the laws that are written in our nation's capitol. Naturally, we feel that some of the laws are good and some not so good. Good or bad, however, we all attempt to accept and live within those laws as best we can.

In 1965, the United States Congress passed the Elementary and Secondary Education Act, commonly referred to as ESEA. Title I of this ACT provides categorical aid to local school districts in order that they might provide special assistance to educationally deprived children residing in poverty areas. The regular school budget provides the same level of support for all children who attend school. Schools with a high concentration of low income families often have special educational needs which are brought on by the condition of poverty. After a school qualifies for Title I, the educational program is designed to meet the special educational needs of any child in that school who has a particular learning need. In other words, all the children in a Title I school will continue to get the regular help a school provides to all children. If the child has special problems in such areas as reading and math, or other designated project areas, the child may get additional help in those areas. Title I then provides an extra layer of services to meet the special educational needs which children in Title I eligible schools have.

However, as we all know, from time to time the laws written in this country are changed or amended. And each time a law is amended, so are the rules and regulations expanding or explaining that law.

Rules and regulations are like contracts...they are simply an outline of all the requirements necessary to operate within the purpose or intent of the law. The last time the Title I law was amended was in 1978. That amendment, referred to as Public Law 95-561, included children of migratory agricultural workers or migratory fishermen in all components of Title I.

"TITLE I - FINANCIAL ASSISTANCE TO MEET SPECIAL EDUCATIONAL NEEDS OF CHILDREN

"DECLARATION OF POLICY

"Sec. 101. In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following parts of this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children. Further, in recognition of the special educational needs of children of certain migrant parents, of Indian children and of handicapped, neglected, and delinquent children, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following parts of this title) to help meet the special educational needs of such children." 20 USC 2701

THE MIGRANT PROGRAM

The migrant program is a special program paid for by the federal government to take care of the special needs of migrant children. To be served, a child must meet one of two definitions. The child must be either a currently migratory child or a formerly migratory child. The currently migratory child is one who has moved from one school district to another within the past twelve months so that the child or his parents can look for work in a temporary or seasonal farming or fishing activity. The formerly migratory child is one who was eligible to be counted as a currently migratory child within the past five years, but is not now a currently migratory child. To be considered a formerly migratory child, the student must have the permission of the parents. To serve a migrant child, the school district must have on file a certificate of eligibility signed by the parent.

THE APPLICATION

The migrant program gets its money from the federal government. This money comes to the state through the Texas Education Agency (TEA). TEA in turn gives the money to local school districts based on need. To receive migrant money, the district must make an application to TEA. The application sent to TEA tells about the kinds of services that the school district will provide. In the application, the school district shows how many migrant students live in the school district and how many of these students will be in the migrant program by grade level. For each major activity like reading or math there is an objective, a description of activities, and the type of evaluation to be done. A budget is included which tells how the money asked for will be spent. When the school district develops its application, the law requires that parents, teachers, and school boards take part in the planning.

MONEY CONDITIONS FOR A MIGRANT GRANT

Besides making an application for money to run a program, each school district which has a migrant program must meet certain money conditions called fiscal requirements. The first of these conditions is maintenance of effort commonly called MOE. Under this condition a school district cannot reduce the amount of

local and state money spent on education from one year to the next. Two ways can be used to decide whether the school district has met this condition. One is to add the total number of dollars spent. For example, in year one the school spent $500,000. and in year two it spent $600,000. The second way is to look at the average per pupil. For example, a district spent $600,000. in year one but only $500,000. in year two. However, it has less students in year two, so the average spent for year one was $875. and for year two it was $900. In both cases, the condition for maintenance of effort has been met.

The second condition is called excess cost. This simply means that the school district can only pay with migrant money for that part of the program which costs more than what is spent on the average for all students.

The third condition is one which tells the district not to use the migrant money to take the place of money provided out of state or local taxes. The legal language for this condition is called the requirement to supplement and not supplant.

The fourth condition to be met is the public control of funds. This means that a public tax supported agency must control the money and property in the migrant program.

TYPES OF MIGRANT SERVICES

In Texas, the school district is encouraged to ask for money to meet whatever services are needed by migrant children. Among the kinds of services which can be asked for are:

(1) Academic instruction
(2) Remedial and compensatory instruction
(3) Bilingual and multicultural instruction
(4) Vocational instruction and career education
(5) Special guidance, counseling and testing services
(6) Preschool services
(7) Educational services that are not available to eligible migratory children in adequate quantity or quality
(8) Health, nutritional, and social services
(9) Parent involvement
(10) Instructional materials

A special note should be made of the preschool, health, nutritional and social services. Preschool services can only be provided after the needs of all school

age migrant children have been met. The health, nutritional, and social services can only be done with migrant money after other sources of money and services have been tried.

SERVICE PRIORITIES

In providing services to migrant children, the school district must follow this order:

(1) School-aged currently migratory children
(2) School-aged formerly migratory children
(3) Preschool currently migratory children
(4) Preschool formerly migratory children.

COORDINATION

The migrant student is more likely than others to move from school to school. To help with the problem, schools are encouraged to share migrant program planning, evaluation, materials, and staff training. Besides this, the law requires that the school district use fully the Migrant Student Record Transfer System (MSRTS) to transfer the most current academic health, enrollment and withdrawal information available on migrant children served. The MSRTS is a computer system which transfers information on the migrant students.

COMPLAINT PROCEDURES

A school district with a migrant program must have a written plan for taking care of complaints. This plan must be available to the public.

HOW TO FILE A TITLE I COMPLAINT

Elementary and Secondary Education Act
Title I, Public Law 95-561

COMPLAINT RESOLUTIONS

Each local education agency must have local complaint procedures for the resolution of complaints concerning the Title I Migrant program. These procedures must be formulated to handle complaints from parents, teachers, Parent Advisory Councils (PAC), and any concerned organizations. In the State of Texas, the complaint procedures would normally start with the complainant filing with the principal upon whose campus the alleged violation occurred.

If, upon meeting with the principal, the problem is not resolved, the complainant would then file an appeal with the school district superintendent. If the problem is not resolved at this level, the complainant would then have the right to file an appeal with the local Board of Trustees.

If the Division of Migrant Education were to receive a complaint from a local school patron or organization, the first decision which would be made would be whether or not the patron or organization had exhausted all local complaint procedures. In the event local procedures had not been followed, the complaining party would be instructed to exhaust the local complaint procedures before appealing to the Texas Education Agency. The school district would have 30 days within which it must render a decision on the complaint. If, upon exhausting the local procedures, the patron was not satisfied, he would have an additional 30 days within which he could file a complaint with the Texas Education Agency.

Upon receiving the complaint, the Texas Education Agency would decide whether or not an on-site investigation was necessary. If such an investigation was deemed to be necessary, Texas Education Agency personnel would be sent to the school district in order to conduct an on-site investigation. This investigation would include in-depth discussions with school district officials, local Board of Trustee members, and any interested school patrons, including the complainant. The Division of Migrant Education would then render a decision within 30 days of the investigation and a monitoring report including the decision on the complaint would be mailed to the LEA with a copy to the complainant.

The LEA then has 30 days to respond to the report including any corrective action to be implemented or already implemented. If the complaint has not been satisfactorily resolved, the complainant may appeal to the State Commissioner of Education.

Any findings of the investigation would be used as testimony and evidence at any hearings of appeals at the State level.

The Texas Education Agency, in line with provisions of the Texas Education Code, has policies for hearings and appeals at the State level. Some of the policies that apply to all hearings, including hearings concerning Title I Migrant, are quoted below.

"Persons having any matter of dispute among them arising under the School Laws of Texas or any person aggrieved by the School Laws of Texas or by actions or decisions of any Board of Trustees or Board of Education may appeal in writing to the Commissioner of Education, who after due notice to the parties interested, shall hold a hearing and render a decision without cost to the parties involved save and except where provided for in these rules but nothing contained in this series shall deprive any party of any legal remedy." (Section 11.13(a) Texas Education Code)

"Any party in interest may appear in any proceedings before the Agency. Ordinarily, parties in interest will be the petitioner and the respondent. In all proceedings the Agency may be a party in interest. Any person may be permitted to intervene in support of or opposition to all or part of the relief sought in any contested proceeding. Permission to intervene may be granted by a hearing officer upon the filing at least ten (10) days in advance of the hearing date of a petition in intervention showing the intervenor's interest and the basis for its position in the case. Intervention by any party shall be subject to a motion to strike upon the showing that the intervening party has no justifiable or administratively cognizable interest in the proceeding."

"Any pleading may adopt and incorporate, by specific reference thereto, any part of any document or entry in those official files and records of the Agency which are public records.

This rule shall not relieve any petitioner of the necessity of alleging in detail, if required, facts necessary to sustain his burden of proof imposed by law."

"Hearings will be conducted by a hearing officer who shall have the authority to administer oath, to examine witnesses, to rule on motions, and to rule upon admissibility of evidence and amendments to pleadings. He shall have the authority to recess any hearing from day to day."

"All witnesses at a hearing shall testify upon oath."

"A party may conduct cross-examination if required for a full and true disclosure of the facts."

"The hearing officer shall have the right in any proceeding to limit the number of witnesses whose testimony is merely cumulative."

"If in a contested case the Commissioner has not heard the case or read the record, the decision, if adverse to a party other than the Agency, may not be made until a proposal for decision is served on the parties, and an opportunity is afforded to each party adversely affected to file exceptions and present briefs to the Commissioner. The proposal for decision must contain a statement of the reasons for the purpose decision and of each finding of fact and conclusion of law necessary to the proposed decision, prepared by the person who conducted the hearing or by one who has read the record. The parties by written stipulation may waive compliance with this paragraph."

"A decision in a contested case must be in writing or stated in the record."

"Parties shall be notified either personally or by mail of any decision or order. On written request, a copy of the decision or order shall be delivered or mailed to any party and to his attorney of record."

"Prior to the entry of his order, if the Commissioner concludes that substantial errors of procedure or the exclusion of evidence have so affected the record as to render it impractical to determine the case justly and fairly upon the record, he may order a rehearing."

"Any party who has been aggrieved by a decision of the Commissioner may appeal that decision to the State Board of Education except where the Commissioner's decision is made final by law."
(Section 11.25(b), Texas Education Code)

"The aggrieved party of petitioner must file a notice of appeal with the Commissioner within thirty (30) days after the date of the Commissioner's decision, or if a motion for rehearing has been filed, within thirty (30) days from the date the motion for rehearing if overruled by the Commissioner or by operation of law."

"The Board shall, through the Commissioner, cause notice to be given to all Parties of record of the date and time for consideration of the appeal. The appeal shall be within forty-five (45) days from receipt of the notice of appeal."

"The decision of the State Board of Education shall be rendered within sixty (60) days from the date the hearing is closed."

"In the event the Board shall decide to reverse the decision of the Commissioner, a motion, either made orally and placed in the minutes of the Board or presented in written form and made a part of the minutes of the Board, shall be adopted. The motion shall include findings of fact and conclusions of law in sufficient detail to show the basis for the Board's decision."

"A copy of the decision shall be mailed to all parties of record."

"Where either party in a hearing before the Commissioner of Education or the State Board of Education further appeals to the courts following rendering of a decision by the Commissioner or the Board, the party shall be requested to inform the Commissioner of Education as to the court, the filing date, and the final renditions of any judicial settlement."

Parties not satisfied with the decision of the State Board may appeal to the U.S. Commissioner of Education.

Complaint procedures will be distributed from this Agency, free of charge, to all school districts and their district-wide Parent Advisory Council chairpersons, and to organizations such as PTA, Texas Association of School Boards, Association of Compensatory Educators of Texas, Texas State Teacher Association, etc.

In addition to the above stated State policies, which also cover Federal regulations concerning complaint procedures, a copy of all decisions pertaining

to Title I Migrant programs will be mailed to the United States Commissioner of Education.

Special Accelerated Procedure

As per 116.64(b) of the Migrant Education Program Regulations a special procedure will be established for resolving complaints regarding short-term migrant education projects--such as those that operate for fewer than 90 days during regular school term.

Each LEA which qualifies as a short-term project will develop an internal complaint procedure from initial complaint to campus resolution through local Board of Trustees decision on the complaint not to exceed a total of thirty (30) days.

Within ten (10) days the complainant, if not satisfied, would send a written, signed complaint to the Division of Migrant Education. Thereafter, an investigation would be conducted by the migrant division within ten (10) days of receipt of the written complaint.

Subsequently, the migrant division would render a decision and send a monitoring report to the LEA within fourteen (14) days. The LEA must then respond the report including corrective action taken or to be taken in resolution of the complaint within fourteen (14) days. At this time, if complainant is still dissatisfied with the resolutions the complainant will then appeal to the State Commissioner of Education within ten (10) days. At that time the regular procedure as previously outlined will be followed as rapidly as possible.

PART 2

THE ROLE AND RESPONSIBILITY OF THE PAC

Introduction

Migrant Parent Advisory Councils were first mandated by Public Law 95-561 to assure that school districts receiving Title I Migrant funds involve parents in the school serving their children. Specifically, parents must be involved in the planning, development and evaluation of the local Title I Migrant Projects. Included in this section are suggestions for the make-up and organization of the Advisory Council structure. Each district is encouraged to implement a plan that ensures compliance with Federal and State guidelines.

Goals

The goals of the Migrant Parent Advisory Councils should be coordinated with Federal and State guidelines and be consistent with policies of the local and state school boards. The major goal of the local district with regard to advisory councils should be to develop parent expertise in its organizational make-up and in establishing effective systems for conducting meetings.

The Role Of The Parent Advisory Councils

Public Law 93-380, also referred to as the Education Amendments of 1974, requires that each school district with a Title I program establish two types of councils: a Parent Advisory Council for the entire district (district-wide council) and one for each school participating in a Title I project. All council members must be selected by parents. Parents living in an eligible attendance area are entitled to participate in the selection of council members. This includes parents of children attending non-public schools. The law requires that the school districts recognize the councils as the group for advising it in the planning, implementation, and evaluation of Title I projects.

One of the important provisions is the one requiring that the council be made up of a majority of participating parents. For instance, if a council had twenty-five members, a majority is thirteen parents of children participating in Title I.

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Specific Functions Of The Councils:

1. To advise the local district administration regarding the total planning, implementation and evaluation of the Title I Migrant Program.

2. To study the Title I Migrant Program in relation to the educational needs of the Title I Migrant schools.

3. To assist the school staff in the development of programs to meet the needs of the eligible Title I Migrant children.

4. To visit and review program results with project staff.

5. To promote the parent as an important teacher in the child's life and to recruit more parents.

6. To provide input into inservice training that addresses the needs of their children's teacher.

Goals Of The PAC:

1. To establish and strengthen the cooperation of the parents in the education of their children.

2. To provide volunteer help to the classroom teacher to better meet the individual needs of children.

3. To develop an environment that encourages friendly two-way communication between home and school.

4. To allow parents to make significant contributions to their school and their community.

Parent Participation

Parent Participation in the education of children provides the home, the school and the community with opportunities to work as a team ensuring the child's positive development.

Through parent participation activities, parents expand their current skills and become aware of brand new potentials in themselves. A Parent Volunteer Program is advantageous because it helps to enhance the parent's self-image. Nothing has a more positive influence in the life of the child than a parent who feels important and competent.

The ways in which the parents are involved in program planning, implementation, and evaluation depend to a large extent on the nature of the program, the interest and motivation of the parents, and the relationships between council members and school personnel. Whatever the extent or degree of involvement, there are opportunities for parents to play an important role in each of the three phases.

Planning

Parents can:

1. Assist in the identification of needs of migrant children. The question must be asked each year: "What do the children need to be better functioning students?" This is the start of the needs assessment. Parents can have direct input into the needs assessment process by conducting surveys or distributing questionnaires designed to pinpoint children's educational problems and what causes them.

2. Review the proposed migrant program to see if the needs of the children will be met.

3. Visit the classrooms, talking with teachers, principals, and students on an on-going basis to make sure the objectives of the program are being followed.

4. Be well informed as to state and federal guidelines, and knowledgeable about the migrant program.

Implementation

Parents can:

1. Work with school staff to ensure that all guidelines are being followed and that the program is operating as it should.

2. Work with the school staff to plan special programs of interest to the PAC. These could include presentations by teachers or supervisors on such topics as: Early Childhood, Resource Programs, Bilingual Education, Instructional Materials, Individualized Instruction.

3. Visit schools to observe how the project is operating.

4. Serve as volunteers to assist in school activities.

5. Organize committees to study and report in specific areas.

6. To act on concerns of other parents, keep other parents informed and the channels of communication open.

7. Support the program by encouraging their own children to study and to be interested in school.

Evaluation

Parents can:

1. Review with school staff past evaluations and reports.
2. Assist the school district in interpreting the evaluation report to the parent community.
3. Review procedures and techniques to be used in making evaluation.
4. Comment on plans for and results of evaluation of student progress.
5. Make sure that they understand evaluation procedures and results.

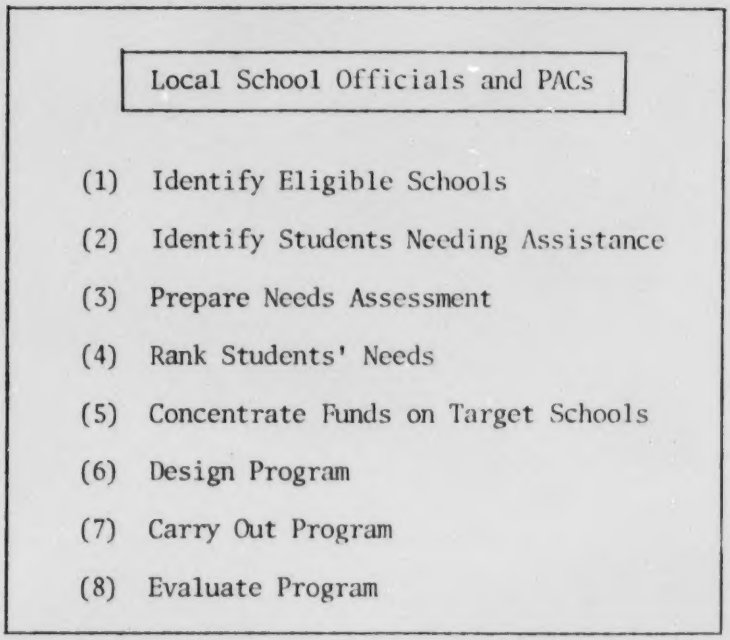
Your Responsibility As A PAC Member

One of the most important features of Title I is its legal command that parents be involved in a meaningful way with program planning, operation and evaluation. In order to do so, parents must first understand the process school districts follow in writing their applications.

In addition, PAC members must know the program well and keep abreast of how it is operating. This requires a close working relationship between councils (campus and district) and a coordination of their functions because their levels of involvement will differ. The school or campus is primarily concerned with the needs of its own building, although educational problems and solutions are not confined to any one school. The district-wide council is interested in the Title I program in the entire school district.

The law and the regulations require that the school district annually evaluate the Title I program. This evaluation must include objective measures that assess how well the Title I project met the educational needs of the participants. Again, the PAC should have some understanding of how the district is evaluating their programs and how they as PAC members can be a part of this process.

Although Title I projects are designed locally to meet the local needs, the process of planning, implementing, and evaluating Title I projects year-by-year can be described in general terms which fit all school systems. This process includes:


Local School Officials and PACs
(1) Identify Eligible Schools
(2) Identify Students Needing Assistance
(3) Prepare Needs Assessment
(4) Rank Students' Needs
(5) Concentrate Funds on Target Schools
(6) Design Program
(7) Carry Out Program
(8) Evaluate Program

(1) Identify Eligible School Attendance Areas

The first step in planning a Title I program is to identify those local schools and attendance areas which, according to federal law and regulations, are eligible to participate in the program.

(2) Identify Students Eligible For Assistance

Once eligible areas are identified, the local district must determine which of the students living in those attendance areas may be eligible to receive Title I assistance because they are not achieving at expected levels for children of their age and grade. This identification is usually made by studying school records and standardized test scores for all children in eligible attendance areas. Any child in one of those areas who is behind in school can get Title I help even though he or she is not from a low-income family.

Thus, although schools are eligible based on the number of children from low-income families who live in their attendance areas, children are eligible for Title I services if they live in eligible attendance areas and have special educational needs, without regard to family income.

(3) Prepare Needs Assessment

School officials must undertake a "needs assessment" of children with special educational needs living in eligible attendance areas. This term means nothing

more than that school people must, with the assistance of parents and PACs, study the particular areas in which these children have the greatest need for assistance if they are to improve their school performance. Most children who are behind in school are found to need concentrated assistance in reading skills. But not all may need the same kind of concentrated assistance in mathematics. Some may suffer from undiagnosed health problems which have been interfering with their ability to work and learn. Others may have family or other problems which have caused them to miss significant amounts of class time. The point of the needs assessment is to identify the things which each child needs in order to help him or her improve in school.

(4) Rank Students' Needs

These lists of student needs should then be ranked in importance, depending upon both how many children share the need, and how important the need is to most children.

(5) Concentrate Funds On Target Schools

There has never been enough Title I money "appropriated" by Congress to allow every need of every child in every eligible attendance area of every school district to be met. In fact, funds are so limited that the federal government requires that Title I services be "concentrated" on those children in greatest need so as to promise reasonable success. Rather than spreading services too thinly among many students, Title I requires intensive services to students most in need of assistance. This means that after ranking needs, school districts must decide which needs are the most important and how many eligible students can be served by programs designed to meet those needs in a meaningful way. The concentration process will usually result in a smaller list of schools, from among the larger group of eligible schools. At this point, school officials will know which needs they are trying to meet, and at which schools. They can then actually design an educational program to achieve this goal.

(6) Design Program

This includes not only figuring out what components the district will implement, how many teachers will be hired, what materials will be purchased, etc., but also setting down the rules for the selection of those students with special needs who will actually get the services. Once the programs have been designed, school officials can determine how much they will cost. In designing programs

for the future, results shown by evaluations of past Title I projects should be considered.

(7) Carry Out Program

Once the application has been approved by the state, the school district will implement its program at Title I schools during the school year or the summer. If it becomes necessary to change the program after it has begun, to make it more effective or for any other reason, the school district should send in an amendment of its application to the state. All amendments should be submitted to the PAC for consideration before being sent to the state.

IMPLEMENTATION PROCESS OF PACS

The focal point of organization for Parental Involvement should be initiated at each individual campus that has children participating in Title I Migrant Programs. The membership of the Campus Advisory Council shall be composed of parents whose children are attending that campus. The majority, plus one, of the voting membership of the council shall be comprised of parents whose children are or will be involved in the Title I Migrant Program. In addition to the membership of the council, school personnel appointed by the Superintendent or his delegate (preferably the campus principal) should be ex-officio members of the Parent Advisory Council.

The voting members of the Campus Advisory Councils shall elect a representative and an alternate to serve in the District Title I Migrant Advisory Council. (The size of the school district will determine how many representatives are elected to the District Council.)

The District Title I Migrant Parent Advisory Council shall be composed of parents of children participating in Title I Migrant Programs. In addition, the Superintendent or his delegated representative shall select school personnel (teachers, principals, central staff representatives) to serve as ex-officio members of this Advisory Council. However, other parents besides the Title I Migrant parents can be members of the District Advisory Council as long as the voting members consist of at least a majority, plus one, of the parents whose children are or will be participating in the Title I Migrant Program. It is recommended that the school district have satisfactory data available to identify such children.

The following steps are recommended as a means by which to insure an effective Advisory Council structure:

(1) Establish Parent Advisory Councils at each participating campus if possible.

(2) Provide the campus Parent Advisory Council with training sessions explaining its role in relation to the campus and the district council.

(3) Structure the campus Parent Advisory Council with officers and general bylaws. (not required)

(4) Structure an agenda so that the meeting can be conducted in an orderly manner.

(5) Design a calendar of events with each campus Parent Advisory Council. Make sure that the representative and alternate are elected to the District Parent Advisory Council.

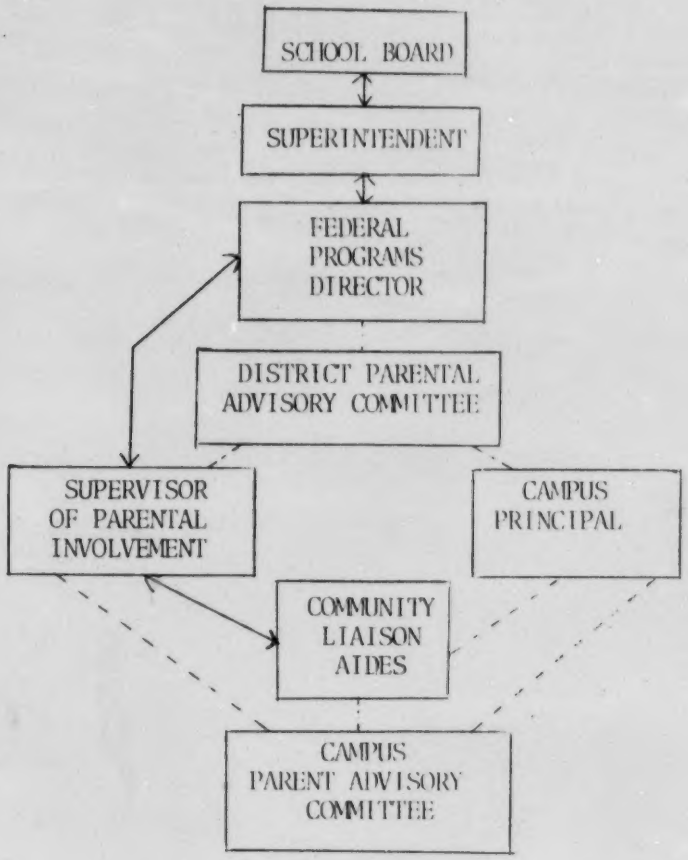
(6) Schedule the first District Title I Parent Advisory Council meeting so that representatives from each campus can get together. Provide a training session explaining their role in relation to the school district.

(7) Structure the District Title I Parent Advisory Council with officers and bylaws.

(8) Formulate a calendar of events and training for the District Council.

(9) Compile a Resource Bank of all parents listing specific interests and skills of each individual. Make the information available to teachers and staff.

Illustration Of A Sample Organizational Structure And Suggested Functions For Each Level



1. The School Board should endorse a policy which states that the local district will work cooperatively with parents to improve the education of their children and school community relations.

2. The Superintendent should establish procedures to assure that board policy pertinent to parental involvement is carried out.

3. The Federal Programs Director should provide parental involvement personnel and the campus principal with ample information delineating duties and activities that have to be undertaken in order to effectively involve parents. This includes materials

and training sessions for parents and school personnel. The federal programs director should coordinate the district council meetings to assure that they do not meet on meeting dates of the campus advisory councils.

4. The District Title I Parent Advisory Council should make the final reviews and recommendations regarding the different aspects of the project to the school administration or state and federal authorities. It is recommended that the federal programs director, campus principals and the parental involvement supervisor attend the monthly meetings of the district council.

5. The Supervisor of Parental Involvement should coordinate all activities of the campus parent advisory councils with their respective campus principals. Furthermore, the supervisor works with community aides to assure that communication occurs between the parent advisory council, and the school.

6. Campus Principals should work very closely with the parental involvement supervisor and the campus parent advisory council to assure that parents play a role on his campus. In cases where the school district does not have a parental involvement supervisor, the principal should work very closely with the federal programs director and the campus parent advisory council.

7. Community Aides should work with the parent advisory council of each school to assure that parents are provided with any information requested. Furthermore, they should recruit parents, involve them in school activities, and provide parents with information about the school program.

8. Parent Advisory Councils at each respective school serve as the initial and most important aspect of direct parent involvement. Representatives from campus advisory councils are elected for the district council. Furthermore, they can advise and make written recommendations to the building principals or the district council on any matters related to the Title I program.

Dissemination

"Come one! Come all! Read all about it. Get your Title I news." The "Come one! Come all!" approach is the kind of approach that every Title I program should take. What this means is that everyone should be informed about the kind of job Title I is doing in their district. The picture concerning Title I can be "cleared" of any fuzziness if the right attitude is taken about dissemination. Dissemination is a fancy word that means informing the public about information that is newsworthy. Dissemination means getting the news out to teachers, administrators, students and members of the community.

A whole new attitude can be established if you use your dissemination resources effectively. Using your dissemination resources may mean...

- Developing a newsletter that tells the story about Title I in your school district. This can be a good project for Parent Advisory Council members.
- Contacting the local newspaper to run an occasional article about the job Title I is doing for your school district.
- Having the Title I students who attend a language arts Title I program develop a newsletter that is sent out to the parents.
- Using the school newspaper to run meeting dates, stories and other items of interest.

There are a hundred different ways to inform people about Title I. All you need is a little imagination. Try developing or improving your dissemination efforts and you'll see that everyone will have a better and more open attitude about the Title I program in your school district.

Suggestion File

Some Do's, Some Don'ts

Do speak openly and listen to other PAC members about their ideas and opinions.

Do listen to teachers and administrators and what they have to say.

Do ask questions of older students to see if they think Title I is helping.

Do try to take part in all aspects of the Title I program.

Do attempt to make all scheduled meetings.

Do let your ideas and opinions be heard by all members of the PAC.

Do ask for advice and information from Title I teachers and managers whenever you need to.

Don't put down the advice and recommendations of others on the PAC.

Don't wait until a problem reaches a head. Try to prevent problems before they occur.

Don't wait until you get to the meeting before you think of questions to ask. Try to prepare yourself before the PAC meeting.

Don't wait for other PAC members to inform you about Title I rules and regulations. Read them yourself. There is ample information available for you to read.

Don't put down teachers and administrators. They have feelings, too. If you show respect for the teacher and what he or she is attempting to do, then you will find that the Title I meeting will be useful and meaningful.

How To Increase Attendance At Council Meetings

1. Pot Luck Dinners - Each parent brings a favorite dish to the meeting. May want to establish a committee so that the menu is nutritionally balanced.

2. Ethnic Dinners - Especially good if your council includes members from different ethnic groups. Can be an excellent cultural learning experience for parents and children.

3. A movie for children and each child brings a parent as admission. The parents can attend the council meeting while the children are entertained at the movie.

4. Room Points - Room points are accumulated based on parent attendance at council meetings. The room with the most points at the end of the year would get an award (e.g., Field trip).

5. Awards to parents with perfect attendance, or to parents who bring in the most new parents, etc.

6. Meetings centered around particular issues or interests (e.g., nutrition, consumer education, career and vocational training).

7. Family talent, fashion or craft shows.

8. Any programs spotlighting children (e.g., plays, festivals, art displays, etc.).

What The Local Or Central Office Staff Should Not Do

1. Long meetings
2. Unorderly
3. Deviating from Agenda - unorganized
4. Administrator usurping chairperson's right of conducting meeting
5. Staff ignoring PAC - unfriendliness - while on campus
6. Unresponsive to PAC needs expressed (ignoring questions)
7. Principal preaching
8. Ignore recommendations
9. Don't call meeting
10. Constantly being late
11. Cancelled meetings with no explanations
12. Put down or cutting down suggestions
13. Staff dominates meetings
14. Inadequate facilities
15. Demand that staff attend
16. Making fun of kids whose parents do not show up
17. Punishing kids for parents' action, i.e., depriving kids of sock-hop
18. Not explaining goals and objectives
19. Threatening parents that money will not come through
20. Poorly organized meeting
21. Uninformed Principal
22. Meeting too long
23. Poor speakers
24. No refreshments
25. Principal conducts PAC meeting
26. Principal does not attend
27. Staff does not attend

What Questions Can PAC Members Ask?

Regarding the PAC itself...

* Who are voting members?
* How many members must be present before a PAC can conduct business?
* What are the by-laws, how do they help the PAC?
  How are the by-laws changed?
* How many meetings can a PAC member miss before he/she is replaced?

Regarding the overall Parental Involvement Program...

* What procedures will the PAC follow in handling complaints from the community?
* How do you involve parents in the education of their children?
* How can the PAC help disseminate information regarding the Title I program to the community?
* How are the recommendations made by the campus PACs and those of the district-wide PAC coordinated?

BEING INVOLVED

"Get involved?" ... "Who me?" ... "I just don't have the time to spend" ... "My kid is doing okay isn't he? Why bother with meetings?" Sound familiar?

Getting involved with school activities is often difficult for hard working, busy parents. However, it's never too late to start. The rewards are of a very special kind.

Being involved with your child's school activities is an investment that money can never buy. The importance of involving yourself in your child's home and school activities can only be measured by the glowing satisfaction and love that is given and received.

The first step that any parent must take is realizing that the child needs help. It could be only a minor difficulty with reading or it may mean that the child needs more concentrated attention...attention that comes from being served in a program like Title I or Title I Migrant.

Title I and Title I Migrant stress parent involvement, not because it is the law or because it is fun to get together once in a while, but because it is vital to a child's growth.

You as a parent are unique. Your involvement is important to the education of your children because:

- You are your children's first, most important, and in many cases most successful teacher. You have taught them some of the most difficult tasks they will ever have to learn; how to talk, how to walk, how to feed and dress themselves.

- You know your children better than anyone else. You know their strengths, their weaknesses; what interests them and how to get their attention; what their dreams are and their fears; how their curiosity is aroused by certain things; or how the best side of them can be brought out. You know things about your children that even the most dedicated teacher can never discern.

- Your tax dollars pay for school personnel, equipment and facilities. As a consumer it is up to you to see to it that your money supports services and programs that will help your children reach their full potential.

HELPING YOUR CHILD

As parents, you can help in your child's education in a number of ways both at home and in the classroom. Remember, you are the first and most important educators of your child. You can start by reviewing the following steps:

STEP

You are a tremendous influence on your child's behavior. You must recognize this because what you do makes a difference. Participate in your child's learning by: showing interest and pride in his or her accomplishments, offering encouragement and guidance when he or she meets with a difficult task, selecting and demonstrating skills he or she needs to learn.

STEP

Meet and get to know the staff working with your child in Title I. Share with them appropriate information about the family's daily routines. They will have a number of questions to ask you but providing information will give them a better understanding of how best to help your child.

STEP

Talk with and seek guidance from those helping your child in Title I. If you are not sure how to use certain teaching skills or materials at home, seek help from the Title I staff. Do not always wait for them to come to you; go to them and ask questions.

LAYING THE FOUNDATION

You can help both your child and the Title I staff by preparing your child for the Title I program. Request a visit to the room where your child receives Title I help and introduce yourself to the Title I staff members. Encourage your child to have positive feelings about the Title I help they are getting. While at home, discuss with your child the activities that take place during school. If he or she is having trouble in reading, for example, try to prepare him or her for the next day by going over any assignments that were handed out. A little bit of school at home and a little bit of home at school will help your child feel more comfortable in both environments.

EXTRA EFFORT

The young child learns from different experiences and by trying things out. For the parent who has a child in a Title I program, it is necessary that the child be involved in related activities at home. Any task that you can give your child that will help with improving his or her academic weakness will be beneficial. For example, you might ask your child to read and make suggestions about the shopping list before you go shopping. This can help your child improve her or his reading. If math is a problem, checking and adding the prices that you have written down can help show a relationship between math in the classroom and how it is applied in everyday life.

A Daily Routine

Most of the things you do at home can be used to help your child improve at school. For example, help your child read as often as you can ... while shopping, in the kitchen, out camping, or by watching television. Show and tell your child how words are spelled and sounded. Make reading a habit at home ... not just a school activity. Show how math is used at home, too ... for measuring, buying, and for budgeting. There are hundreds of ways to help your child during the time spent away from school. Again, ask the staff for other suggestions.

Children who are having difficulties at school need stimulation from people around them. A good and simple way to achieve this is for you and other members of the family to talk to the child about what you are doing as you do it and to listen to and encourage your child to participate with you. For example, sit down and practice by reading sentences first and then allow the child to read along with you. Try this method with brothers and sisters (if any) who are capable of providing assistance.

The important thing in helping your child at home is to make the experience enjoyable. If a child finds learning is part of the daily routine at home that he/she enjoys, then more than likely a child will enjoy the learning activities at school.

Home Activities

Learning activities at home should be as enjoyable as possible for you and your child. Ask the staff to suggest things that can be easily built into routine activities at your home. If the suggestions are too hard to carry out, then you may have to explore changes or a different way. On the other hand, if you are willing to take a more active instructional role at home, then ask for suggestions about helping with homework and/or extra things to do. Talk with the Title I staff about what you would like to do with your child and about what the child likes to do at home. Home activities can be learning opportunities.

Fostering Self Confidence and Independence

Help your child to develop the confidence to become as independent as possible. It's tempting for all of us to do things for children that they could do on their own, since we can do them faster and better. Independence

helps children feel good about themselves. Feeling good about themselves seems to improve their ability to get along with others.

If your child is fearful of attempting new or difficult tasks, for example, you may not be able to resist the temptation to do the assignment or task for him/her. Doing so, however, is a disservice to your child. One of the best ways to learn is to try to do it yourself. You might ask the teacher to suggest ways you might help to foster self-confidence and independence.

Praise and Encouragement

We all benefit from honest praise ... children as well as adults. Praise program staff honestly for their efforts with your child and ask them for feedback on your work with the child. Remember also to praise your child's achievements. For some children, even small tasks can take a lot of work and time to accomplish and master. Every achievement represents real progress and deserves sincere praise.

Also, praise the child for trying even if failure or mistakes result. Continued effort is essential, and repeated steady authentic praise will help the child to keep on trying.

It is important, however, that your praise be honest and that your child has done something to earn it. Every child is good at recognizing insincerity. If you praise your child at times when she or he has not been trying or has not mastered something, the youngster will be confused and will not understand what your expectations are.

Ask the teacher to share ideas with you. Everyone should understand how the child is doing and share pleasure at the child's progress.

IN SUMMARY

Partnership

.Parents can help the Title I staff to understand and plan for their child.

.A joint family/staff effort is essential for developing the best program for the child.

.Parents are the primary educators of their children.

.Making your child's experience with Title I a successful one will have a positive effect on your child's school years to come.

What Parents Can Do

.Parents can help their children at home and at school.

.Parents can help prepare their children by helping them to feel comfortable in the classroom and by going over assignments at home.

.At home, parents can develop a routine involving family members that will help the child learn.

.Parents should ask questions and seek assistance from the teacher.

.Both parents and the Title I staff should establish a line of communication.

What Teachers Can Do

.Staff should use a method of communicating with which parents are comfortable.

.Staff should understand the family's limits and accommodate their needs.

.A harmonious relationship must exist between parents and the teaching staff.

.The parent/staff relationship must be a relationship of trust and confidence.

.Reporting progress to parents is required by Title I.

.Reporting both positive and negative exercises to parents will result in improving the child's skills as well as the child's attitude toward self.

Home Activities

.Learning at home should be enjoyable for you and your child.

.Talk with the Title I staff about what you would like to do with your child at home.

.Help your child read as often as you can.

.Show and tell your child how words are spelled and sounded.

.Help your child become as self confident and independent as possible.

.Children learn best if they do it themselves.

.Parents can ask teachers to suggest ways to help foster independence in children.

.We all benefit from honest praise ... children as well as adults.

.Praise your child's achievements. Every achievement represents progress and deserves authentic praise.

The Parents' Role

To support your child's school efforts, as a parent you can:

1. Seek to provide resource or reference materials to help in the school program.
2. Enlist the teacher's aid in helping the child learn to use the resources of the school and community library.
3. Help to create in the child a positive attitude toward school.

4. See that the child has a good breakfast.
5. Help the child get to school.
6. Instill in the child a sense of responsibility.
7. Set an example for the child in attitudes of respect for others.
8. Arrange a place at home for study.
9. Make a point of knowing the child's friends.
10. Supervise playtime.
11. Sing and read to the child.
12. Listen to the child when he/she reads to you.
13. Take time to talk with the child about his/her day at school.

How parents may involve themselves in their child's school

1. Help your child and the teacher in solving problems.
2. Attend school functions and observe in the classroom.
3. Take an interest in papers the child brings home from school.
4. Don't compare your child with another.
5. Be a volunteer helper or member of an active group of parents.
6. Get acquainted with the teachers.
7. Praise your child for school work well done.
8. Have parent projects that will permit fathers to relate to fatherless youngsters.
9. Learn what is expected of the child.
10. Attend parent-teacher conferences and Parents' Council meetings.
11. Attend special activities in which your child is participating.
12. Follow through on what you say you will do.
13. Give help when the school asks for it.
14. Don't put too much emphasis on grades.
15. Prepare art materials.
16. Maintain picture files that can be used in different subject areas.
17. Assist with the reading groups (games, seatwork, etc.)

PART 3

PROCEDURES FOR CONDUCTING A MEETING

What is the purpose of using standard procedures when conducting a meeting?

1. To enable the committee to transact business with speed and efficiency.
2. To protect the rights of the individual.
3. To maintain a spirit of harmony within the committee.

To achieve these goals we must consider the following points:

1. Only one person must be given the floor at one time.
2. Each motion presented for consideration must be entitled to full and free debate.
3. Every member must have equal rights.
4. The will of the majority must be carried out and the rights of the minority must be preserved.

Chairperson's Checklist For Meetings

Preliminary Activities

Room arrangements

1. Have arrangements been made for a meeting room?
2. Will the room be comfortable?
3. Are there enough chairs?
4. Have arrangements been made for special equipment if needed?
5. If there are handouts, are there enough for everybody?
6. Will notices be sent out in time for people who plan to attend?
7. If needed, is there a telephone committee ready to remind members of the meeting?

Program arrangements

1. Has the agenda been prepared and mailed to members?
2. Have speakers been invited to participate?
3. Does the speaker have the time, place, room number for the meeting? Does he or she know how long to talk and how large the group will be?

Other activities

1. Have refreshments been planned?
2. Have arrangements for babysitting been made?

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The Day Of The Meeting

1. Do you plan to arrive early to double-check the room, equipment, chairs, and refreshments?
2. Are there signs to direct people to the meeting room?
3. Have you made arrangements for someone to meet and greet the speaker?
4. Will someone greet people when they arrive? Are there name tags?
5. Will you have extra copies of the agenda available?

After The Meeting

1. Will you be available to talk with members? Some hesitate to speak at meetings and have ideas you will want to consider.
2. Will you thank the speaker? A written note is very effective.
3. Have you tidied up the room as much as possible?
4. Will you make arrangements to return any equipment?

There are eight steps that the chairperson should follow in holding a meeting:

1. Call the meeting to order.
2. Hear the minutes of the previous meeting.
3. Hear reports of officers, boards, and standing committees.
4. Hear reports of special committees.
5. Hear announcements.
6. Go on with the unfinished business of the last meeting.
7. Go on to new business.
8. End meeting and adjourn.

Calling The Meeting To Order

The Chairperson begins the meeting by saying, "Will the meeting please come to order."

Roll Call

The Chairman takes roll call by reading the names of the members or he instructs the secretary to do it by stating, "The secretary will now take roll call." Those present will simply respond by saying "here" or "present" and she writes the names of those present and of those absent.

Quorum

Quorum simply means that at least 51 percent of the total membership must be present in order to conduct any official business. Example, if the total membership of the committee is nine, five must be present.

Recordkeeping

Minutes are a record of what is done and said at a meeting. They should be kept in a permanent book, and always include the name of the group, date, place and time of the meeting, name of presiding officer and secretary, and names of members present. Minutes should also objectively report (without personal comment) all business transacted, and motions passed. Rewrite them as soon after the meeting as possible and make sure they are signed by the secretary (chairperson also, if they are to be published).

Minutes

If a quorum is present, copies of the meetings are then distributed to the members if they were not mailed prior to the meeting. After the members have had sufficient time to read the minutes, the Chairperson will ask, "Are there any corrections to the minutes?" After certain corrections have been made, the chairman will say, "There being no further corrections, the minutes will stand approved as corrected." Sometimes the minutes require a motion from one of the members and a second to the motion. The standard way of making a motion is as follows: "I move that the minutes be approved or accepted as corrected." If there were no corrections, the motion is made in the following manner: "I move that the minutes be approved or accepted as read", or "I move that the minutes be approved as they were mailed", if applicable.

Reports

Reports are usually given after the minutes have been approved. When there are no reports to be given, the next item on the agenda is unfinished business.

Unfinished Business

If unfinished business is next on the agenda, the Chairman will announce it in the following manner: "We come now to the unfinished business", or "Is there any unfinished business to come before the committee."

What Is A Motion?

A motion is simply a proposal which the committee takes certain action on. The terms motion and question are the same; when first stated it is a motion and when repeated by the Chairman it is referred to as a question. Example, before the Chairman puts any motion to a vote he may ask, "Are you ready for the question?"

Standard Procedure For Introducing A Motion

A member either raises his or her hand or rises and addresses the presiding officer in the following manner: "Mr. Chairman." Or if the Chairperson happens to be a woman, the member addresses her as follows: "Madam Chairman, may I have the floor please?" After the member has been recognized, he or she introduces the motion in the following manner: "I move that..." whatever the proposal may be. Example, "I move that we accept the budget as it has been presented." The Chairperson then repeats the motion to the committee and asks for a second by saying, "Is there a second to the motion?" No motion can be brought before the committee without being seconded. If another member wishes the motion to be brought before the committee for consideration, he or she says, "I second the motion." When this has been properly done, the Chairman repeats the motion to the committee and asks for discussion or comments in the following manner: "Are there any remarks or discussion to the proposed motion?" When all members who wish to discuss the motion have done so, the Chairman puts the motion to a vote inquiring the following way: "Is there any further discussion?" Or he or she may inquire, "Are you ready for the question?" If no one responds, the Chairman presumes the discussion is closed. If the motion passes, it is announced by saying, "Motion carried." If the motion does not carry, it is announced by saying, "The motion is lost."

How May A Motion Be Amended?

1. By adding something to it.
2. By eliminating something from it.

However, it is important that the amendment be pertinent to the motion. This motion requires a second and a 2/3 vote of the total membership in order to be carried.

What Are The Most Common Motions?

1. To lay on the table.
2. To amend.
3. To suspend the rules.
4. To adjourn the meeting.
5. A point of order.
6. A call for the orders of the day.
7. Fix a time to adjourn.
8. Dispense with the reading of the minutes.
9. To take a recess.
10. To open nominations.
11. To close nominations.
12. To approve the minutes.
13. Point of information.

Motions That Do Not Require A Second

1. Call for the orders of the day.
2. Nominations.
3. Point of order.
4. Point of information.

Motions That Cannot Be Amended

1. To adjourn.
2. To call for the orders of the day.
3. To lay on the table.
4. Nominations.

Motions That Cannot Be Debated

1. To adjourn.
2. To amend an undebatable motion.
3. To call for the orders of the day.
4. To dispense with the reading of the minutes.
5. Fix a time to adjourn.
6. Lay on the table.
7. Close or reopen nominations.
8. Suspension of the rules.
9. To take a recess.

Motions That Require A Two-Thirds (2/3) Vote

1. To amend the Constitution or By-Laws of the committee.
2. To amend any rule of order of business.
3. To close nominations or limit the names to be voted for at an election.
4. To suspend the rules.
5. To depose from office.
6. To expel from membership.

This Is How A Motion Is Made

1. Stand and address the chairperson -- "Mr. (Ms.) Chairperson." Wait until the chairperson recognizes you by a sign or by name.
2. Be sure you have your motion clearly in mind and worded as briefly as possible.

3. When you have been recognized, state the motion so that all can hear. "I move that..."

4. After the motion has been made, another member, without waiting to be recognized, calls out, "I second the motion."

5. The motion having been made and seconded, the chairperson repeats the motion by saying, "It has been moved and seconded that..."

6. When the chairperson has stated the motion, it is said to be pending. It may now be considered by the council; that is, it is open to discussion and debate.

7. Any member may now rise to agree or disagree with the proposal.

8. The chairperson inquires, "Is there any further discussion?" If none, the chairperson asks, "Are you ready for the question?" The members call out, "Question!" The response, "Question" is a parliamentary form that shows that the members are ready to vote.

9. Except where special rules apply, a majority vote is usually required to pass a motion. The chairperson calls first for the votes in favor of a motion. A voice vote is most often called, although members may also be asked to show their hands, or stand. A standing vote is sometimes used to verify the results of a voice vote.

10. The chairperson then announces the vote, "The AYES have it. The motion is carried." Or, "The NO's have it. The motion is defeated."

How Action Takes Place

1. An issue is brought before the group.
2. An individual gets recognition from the chairperson and makes a motion.
3. The motion is seconded.
4. The chairperson restates the motion.
5. There is discussion.
6. The chairperson restates the motion.
7. Voting follows.
8. The chairperson announces the result.
9. The group follows through.

How Voting Takes Place

The chairperson reads a motion before calling for a vote.

1. VOTE BY WRITTEN BALLOT. This method is used when voting on important matters. Two or more tellers are appointed by the chairperson to conduct the vote. They distribute, collect and count the ballots. A written tabulation of the vote should go to the secretary and the results are entered in the group's official record. A simple majority is needed to win a ballot vote.

2. VOTE BY VOICE. The chairperson first asks members if they favor a motion. "All those in favor of the motion say 'Yes'." And then, "All those against the motin say 'No'." Instead of calling for a YES or NO, the chairperson may find it easier to use the words FOR and AGAINST, PRO or CON, AYE or NAY, etc.

3. VOTE BY A SHOW OF HANDS OR STANDING UP. The chairperson asks all members in favor of the motion to raise their hands or stand. He or she then asks all those against the motion to do the same. Any member can question the results of these two voting methods by "Calling for a division." The chairperson solves the problem by asking each member who favors the motion to please stand and be counted. He or she repeats the request for those opposing the motion.

New Business

If new business is next on the agenda, the chairman will announce it by saying, "We come now to new business", or "Is there any new business to come before the committee?"

Adjournment

Adjournment simply means to terminate the meeting. When this item is next on the agenda, the Chairman will say, "We now come to the last item of business on the agenda", or "The Chairman will entertain a motion to adjourn the meeting." Or he will ask, "Do I hear a motion to adjourn the meeting?" Adjourning the meeting requires a motion and a second from the floor. After the motion has been seconded, the Chairman calls for a vote in the following manner: "Those in favor to adjourn the meeting, please raise your right hand, those opposed, do the same." Or he may say, "All in favor of the motion say 'AYE'", or "Those opposed say 'NO'."

What To Say At A Meeting

IF YOU WANT TO...	YOU SAY TO THE CHAIRPERSON...
1. Stop the meeting for a short time to take a break.	I move for a recess.
2. Set a time for the next meeting	I move we fix the time for the next meeting.
3. Ask someone to speak louder, or open a window, or call attention to something concerning the comfort and well-being of the people at the meeting	I rise to a question of personal privilege.
4. Bring a discussion back to the subject or get to the main part of the agenda	I call for the orders of the day.

What To Say At A Meeting (Continued)

IF YOU WANT TO...	YOU SAY TO THE CHAIRPERSON...
5. Correct a mistake that is against the by-laws of the group	I rise to a point of order.
6. Get more information on the business being discussed	Point of information.
7. Question a chairperson's decision	I appeal the decision of the chair.
8. Discuss something without having to stick to the rules	I move that we suspend the rules.
9. Stop a motion YOU have made	I wish to withdraw the motion.
10. Prevent discussion of a motion	I object to consideration of the motion.
11. Have a motion put aside until later	I move we table the motion.
12. Bring up a motion that has been tabled	I move the motion be taken from the table.
13. End (or limit) a discussion	I move we close (or limit) debate.
14. Put something off until another meeting	I move we postpone this matter.
15. Ask a committee or a member to _____.	I move we refer (or recommit) this to _____.
16. Change or add to someone else's motion	I wish to amend the motion. (You can amend a motion only twice)

BEING AN OFFICER OF A CLUB OR ORGANIZATION

How Can You Contribute To The Success Of Your Organization?

1. Learn the purpose of the organization or club.
2. Learn your responsibilities and how to carry them out.
3. Help the organization to develop.

President - His Or Her Responsibilities

1. Support the goals of the organization.
2. Plan the meeting.
3. Conduct the meetings.
4. Conduct elections.
5. Name committees.
6. Carry out rules of the organization.
7. Use tact and impartiality.
8. Perform other responsibilities and specifications according to the rules of the organization.

Vice-President - His or Her Responsibilities

1. Conduct meeting in absence of the president.
2. Take the responsibilities of the president if he or she resigns or is permanently disabled.
3. Perform other responsibilities assigned to him or her.
4. Head the program committee for the organization.

Secretary - His Or Her Responsibilities

1. Keep the documents of the organization
   - List of members
   - Minutes
   - By-Laws of the organization
2. Keep roll call up-to-date.
3. Keep minutes of each meeting.
4. Provide the president with a list of pending business after each meeting.
5. Read any correspondence.
6. Send any correspondence.
7. Summarize and complete reports.

8. Notify members of meetings.
9. Help the committees.
10. Keep copies of all documents.

Chairperson - His Or Her Duties And Rights*

1. Call the meeting to order on time.
2. To have a basic understanding of parliamentary procedures and to understand the By-laws of the Concilio.
3. To preside and maintain order.
4. To explain and decide all questions of order.
5. To announce all business.
6. To permit none to debate motions before they are seconded and stated.
7. To entertain only one motion at a time.
8. To prohibit a member to speak twice on the same question if there are others who wish to claim the floor.
9. To put all motions to vote and give result of the vote.
10. To talk no more than necessary when presiding.
11. To refrain from discussing a motion when presiding.
12. To be absolutely fair and impartial.
13. To give signature when necessary.
14. To preside during elections and nominations even if he is the candidate.

*NOTE: To debate motions before the Concilio, he must surrender the Chair until the vote has been taken.

Co-Chairperson - His Or Her Responsibilities and Duties

1. In the absence of the president, presides and performs the duties of the president.

Secretary - His Or Her Responsibilities And Duties

1. To keep minutes of the meeting.
2. To take roll call and mark the absentees at Concilio meetings.
3. To read minutes of previous meetings.
4. To read important correspondence.
5. To record the name of the member who introduced a motion. It is not necessary to record the seconder.
6. To record proceedings (what is done), not the debate (what is said).

7. To notify Concilio members about the meetings.
8. To maintain an up-to-date list of the names of the Concilio members' phone numbers and addresses.

Members - His Or Her Responsibilities And Duties

1. To obtain the floor before speaking.
2. To stand when speaking if convenient.
3. To yield the floor to calls for order.
4. To abstain from all personalities in debate.
5. To avoid disturbing, in any way, speakers.
6. To offer any motion that is germane to the organization.
7. To explain or discuss that motion or any matter properly before the meeting.
8. To call to order, if necessary. (A point of order can interrupt a speaker if the rules or by-laws are being violated.)
9. To hold the floor, when legally obtained until through speaking.
10. To appeal from the decision of the chair to that of the Concilio or assembly.

By-Laws

By-laws are the rules of operation for your group. They tell each member how the organization operates, its purposes and its restrictions. But they are not untouchable. They should be reviewed yearly and provisions for amending by-laws should be specifically stated. Every parent should have a copy of the council's by-laws and should be notified when changes have been made by the majority.

Specifically, by-laws should state:

1. The name of the organization.
2. The purpose of the organization.
3. Who can belong?
   a. How are members elected?
   b. What are the voting rights of the members?
   c. How can a member be removed?
4. The organization's officers and their roles.
5. Standing committees and their functions.
6. When and where meetings are held.
   a. How are special meetings called?
   b. How are members notified of meetings?

c. What makes a quorum?
d. What percentage must approve an action?
e. What are the rules of order?
f. Are meetings open to the public?

7. How can by-laws be amended?

Committees

I. Types

There are two types of committees:

a. Standing Committee which continues from year to year;

b. Special Committee which is appointed or elected to handle specific assignments.

II. Leadership

The first named member may act as chairperson for the committee or members may choose their own chairperson. The chairperson is responsible for guiding the committee and keeping it focused. Each committee should elect a secretary; if large enough, elect a vice-chairperson.

III. Function

Committees function as a part of the total group and independently. The primary advantage of having committees is that smaller groups are often more mobile and can more realistically satisfy the council's needs. Committees save time and energy by having specific areas and tasks. Therefore, committee objectives should always be clear, attainable and directly related to the council's overall goals.

IV. Standing Committees A Council May Need

A. Executive Committee - (made up of officers and committee chairpersons) Makes decisions between meetings; helps to plan meetings and other activities.

B. Application Committee - Assists LEA and other committees in developing timeframe for submission of information needed for application; makes sure application contains:

- Evidence of maintenance of effort
- Data indicating comparability
- Data to support selection of eligible attendance areas
- Needs assessment data
- Description of involvement of non-public school children
- Description of parental involvement
- Description of training program for PAC

- Description of plans for publicity
- Budget summary
- Equipment summary
- Description of evaluation procedures

C. Program Committee - (Vice-Chairperson is chair) Assist in developing an overall plan for parent meetings during the year; contacts guest speakers or makes arrangements for workshop presentations on specific subjects; works with the council's Executive Committee to develop special activities for parents.

D. Evaluation Committee - Assist in writing objectives for each specific Title I program and selecting a method of evaluation; review test to be used at the beginning (pre-tests) and end (post-tests) of the evaluation period; presents and explains evaluation results to council and parent groups; writes conclusions and makes recommendations to the council based on these conclusions; visits Title I projects periodically and reports findings to the council.

E. Publicity Committee - Develops a plan for publicity and includes it in the application package; informs local media of the Title I program; publicizes council elections, special events, achievements, or parent activities (e.g., outstanding reading scores, special training programs for parents, special speakers, national conferences, etc.); writes local newsletter or contributes material to an already established newsletter.

F. Budget and Finance Committee - Assists in compiling budget, and presents budget to council; presents regular financial reports to council; prepares budget summary for application and sees that this summary is included in the application package; answers questions concerning why or how money is spent; makes periodic visits to Title I projects and reports on these visits to the council.

PREPARING AN AGENDA

How To Plan An Agenda

Parent Advisory Council meetings give people a chance to get together to express their needs, set goals, plan, make decisions, take action, and evaluate what they have done.

The chairperson or leader of a meeting must see to it that the meeting keeps moving. He and all members should know what is supposed to be done first and what should come next during the meeting. Planning an agenda before the meeting helps the chairperson put the Parent Advisory Council into action.

What Is An Agenda?

An agenda is a list or an outline of things to be done in a meeting.

Why Is An Agenda Needed?

When meetings are dull or disorganized, members don't come. An agenda helps the Chairperson run a good meeting. The outline will help him get the important business taken care of smoothly and quickly.

Standard Form Of Preparing An Agenda

1. Call the meeting to order by the Chairperson.
2. Roll call of committee members.
3. Reading and/or approval of the minutes from the previous meeting.
4. Recognition of visitors.
5. Reports.
6. Old business.
7. New business.
8. Setting the date for the next meeting.
9. To adjourn the meeting.

An Example Of An Agenda For A Small Meeting

1. Welcome remarks; introduce ourselves.
2. Discuss agenda; make changes or additions.
3. Report of minutes of last meeting and finances.
4. Report on immunization efforts for neighborhood youngsters.
5. Talk by Bill Johnson who will explain what a "grassroots worker" does and his role in helping us start a local neighborhood project.
6. Coffee and refreshments.
7. Decide on the neighborhood project.
   a. Ask for 3 persons to visit similar project in county to get information.
   b. Ask for 3 other persons to meet with Community Action Agency to discuss project.
8. Set a date for the next meeting; adjourn.

An Example Of An Agenda For A Large Meeting

1. Call to order.
2. Welcome remarks and special announcements.
3. Minutes (report) of last meeting read by Secretary.

   Ask for corrections or omissions. Minutes will stand as read or members will make and vote on corrections.
4. Correspondence.
   a. Important letters received. Read or summarize; no actions needed.
   b. Important letters sent. Read with no actions needed; questions can be asked.
5. Treasurer's Report.
   a. Incoming monies.
   b. Outgoing monies.
   c. Money balance in the bank.
   d. If there are no questions or changes, ask for a motion to approve report.
6. Committee Reports
   a. Executive Committee.
   b. President's Report.
   c. Building Committee.
   d. Neighborhood Improvement Committee.
7. Old Business (unfinished business).
   a. On-going drive for street repairs.
   b. Arrangements for local fund-raising fiesta.
   c. Results of meeting with local councilman.
8. New Business
   a. Proposal to apply for self-help housing monies.
   b. Discussion of plan to start subcommittees.
   c. Other new business from members or audience.

THE AGENDA

I. Call To Order

II. Welcome of Guests And Members

III. Call Roll

IV. Approval and/or Correction of Minutes of Previous Meeting

V. Unfinished Business
(Concerns Brought Up At Previous Meeting)

VI. New Business
(Items of Interest Concerning Current Projects or Programs)

VII. Miscellaneous

VIII. Adjournment

GLOSSARY OF STANDARD TERMS USED IN MEETINGS

1. Abstain -- not voting one way or the other - taking no sides.
2. Adjourn -- ending the meeting.
3. Adopt -- to okay or accept.
4. Agenda -- an outline of business to be done at a meeting.
5. Amendment -- adding onto a motion, usually to improve it or make it more understandable.
6. By-laws -- the rules the committee has agreed to follow and its goals.
7. Chair -- the position held by the Chairman while he is conducting the meeting.
8. General consent -- approval by the entire committee without voting.
9. Majority opinion -- the decision of more than half of the voting members.
10. Minority opinion -- the position held by less than half of the voting members.
11. Minutes -- official record of what takes place in a meeting.
12. Motion -- a proposal by a member for consideration or action.
13. Nomination -- to recommend a member for election to an official position.
14. Pending -- undecided.
15. Point of order -- correcting a mistake that is against the rules.
16. Point of information -- asking for information before making a decision.
17. Order of the day -- asking the committee to get back to the agenda or the main business.
18. Question -- a motion that is being discussed to be acted on.
19. Recess -- taking a break.
20. Second -- support for a motion to be brought before the committee for consideration.
21. Suspending the rules -- discussing some business without sticking to the rules of the meeting.
22. Unanimous vote -- everyone voting the same way.
23. Pro-tem -- temporary.

24. Rescind -- to take back or withdraw.

25. Floor -- the privilege of speaking before the committee.

26. Debate -- discussion or argument over a motion.

27. Lay on the table -- to delay action on a motion.

28. To postpone indefinitely -- to reject a motion.

PART 4

WHAT IS EVALUATION?

Evaluation is a term used to describe the determination of progress or achievement. It is also an assessment of the extent to which a project's overall objectives are achieved, on an on-going or annual basis.

- Evaluation is testing, recording, and analyzing the results of a student's achievement and progress towards meeting objectives.

Program evaluation is another important area in which Title I law mandates parental involvement. In order for you to provide input about the Title I services your child receives, you must be aware of the impact of the program on your child's academic growth.

Although there are numerous types of evaluations, there are several that are fairly common to the educational program. They are:

1. Context - What are the needs or justification for a program? The needs assessment is context evaluation.
2. Input - Why are you going to do what you are going to do? What are the resources that are available for change? What are the approaches that will be used? For example, the different instructional approaches used in the Title I program address the input aspect of evaluation.
3. Process - What is occurring while the project is being conducted? Are schedules being met?
4. Product - What are the outcomes of the project? What impacts are the project showing?
5. Formative - Information collected while the project is ongoing that allows for changes along the way.
6. Summative - Assessing the outcomes or impacts of a project.

It should be noted that process evaluation and formative evaluation are very similar; likewise, product and summative evaluation are essentially the same. Process and formative evaluations are the types that are used most often in the evaluation of Title I programs.

The Education Amendments of 1978 require LEAs to evaluate Title I programs every three years, using consistent standards, and consistent reporting methods. Three evaluation models were developed by USOE to ensure that evaluation data could be compared on a state and national basis:

1. The Norm-Referenced Model. A norm referenced test compares Title I students' performance with the performance of a sample of children who were tested to establish the "norm" or average level of performance for that test. This model uses pre-tests and post-tests to

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determine the extent to which Title I students' performance improved during program participation.

2. The Comparison Group Model. In this model, the performance of Title I children is compared to that of a similar group of students not receiving Title I services. Each group of children is given pre-tests and post-tests and the scores of the two groups are compared to determine the difference in performance between children who participated in the Title I program and children who did not participate.

3. The Special Regression Model. In this model, a group of children is given a pre-test. Title I services are provided to children scoring below the cut-off. Children scoring above the cut-off are used as the comparison group. Subsequently, both groups are given a post-test. By using statistical procedures called the "regression model" the post-test scores of the two groups of children can be compared to determine how much the Title I program improved Title I students' scores beyond the level at which they would have been expected to score had they not received Title I services.

All three models are mainly summative in nature and require the use of pre- and post-tests.

PARENTS' ROLE IN EVALUATION

Public Law 95-561 states that "Each local educational agency shall give each advisory council which it establishes... responsibility for advising it in the planning for, and implementation and evaluation of, its programs and projects assisted under this Title."

Council involvement in project evaluation might consist of simply reviewing the results of past Title I evaluations, or it can be more extensive. Contrary to popular belief, evaluation does not occur at the end of a project. It must begin when a project begins; continue during the entire project period if a formative or process evaluation is used; or occur at the beginning and end of a summative or product evaluation.

Suggestions For Participating In The Evaluation Process:

- Make sure you, the parent, understand evaluation procedures and results.
- Review with school staff past evaluations and reports.
- Assist the school district in interpreting the evaluation report to the parent community.
- Review procedures and techniques to be used in making evaluation.
- Comment on plans for and results of evaluation of student progress.
- Assist in determining the objectives for the program.
- Read the project proposal carefully.
- Observe classes.
- Participate in training sessions and workshops on Title I.
- Share your ideas and suggestions for program planning, implementation, and evaluation with teachers, principals, and program administrators.
- Observe the work of your individual children and discuss the progress with teachers.
- Carefully review evaluation reports. Look for program strengths and weaknesses, conclusions, and recommendations. Advise the program administrators on adoption of recommendations.
- Be aware of your LEAs evaluation schedule and plan council activities accordingly.

EVALUATION OF PACs

The best method to evaluate the effectiveness of Parent Advisory Councils is through making a close observation of attendance at meetings. A steady increase in attendance should create a pool of informed and active parents as the year progresses. Listed on the following page are factors that can be documented and can reflect the effectiveness of the Advisory Council structure.

Care should be taken by the local district to assign a person or office with the specific task of compiling all records for the Advisory Council Organization. These records should be accurate and kept up-to-date at all times. They should include the following:

- Document dates, locations, and times each campus and district Agenda Committee and Council meetings are held.
- Document names of parents, staff, and public in attendance at each meeting.
- Document topics of presentation and speaker at each meeting.
- Document all concerns expressed at each meeting and whether and when these concerns were met.
- Document all recommendations made by each council and action taken on each recommendation.
- Document all other functions that council members initiate or participate in.
- Document names, dates, and time volunteered by council members in the classroom, committees, etc.

Evaluating State and Local Migrant Parent Advisory Councils

Membership

1. How many members are on the council?
2. How were they selected?
3. Are they representative of the parents in the district or school?
4. Are parents who are not members involved in council activities?

Meetings

1. Does the council have regularly scheduled meetings?
2. When? Where?
3. Are the meetings well publicized in advance and open to the public?
4. Do parents other than council members have an opportunity to speak at meetings?
5. Are council decisions and/or recommendations sent to all parents?

Training

1. Is there a training program for members of the parent advisory council?
2. What does it involve?
3. Do council members have basic information about the organizational structure of the local school district?

   Names and phone numbers of administrators?
   The basic curriculum in the district or school?
   Special programs that are available within the school(s)?

Activities

1. Is there a written statement of the responsibilities of the parent advisory council?
2. Have both administrators and council members agreed to the statement?
3. Has the council been involved in the following activities:

   Identifying the needs of children in the school or district?
   Establishing a list of educational priorities?
   Reviewing proposals for new programs?
   Planning new programs or changes in existing programs?
   Reviewing textbooks and/or tests being considered for use in the school(s)?
   Evaluating school programs?

4. Does the council involve other parents in school activities?
5. Has the council established a complaint procedure for parents?

   Does the principal or superintendent agree with the procedures?

Support

1. Are funds available to cover parent council expenses, such as mailing, supply, and clerical costs?
2. Is space made available for meetings at times that are convenient to parents?
3. Do council members receive all the information they need to fulfill their responsibilities?
4. Does the principal (or superintendent) seriously consider the recommendations of the council?
5. Is there a staff member assigned as a liaison to the council?

CONCLUSION: EVALUATING YOUR EFFECTIVENESS

Periodically you need to stop and evaluate the effectiveness of your council. We have provided an organizational framework that should be easily adaptable to most local school settings. But how well our ideas work can only be assessed by you and your council.

Here are some questions to keep in mind when evaluating your council's effectiveness.

1. What is the purpose of Title I? Who does it serve? How is it funded? What services are offered? How are we as parents to be involved in the program?
2. Do we receive pertinent Title I information on a timely basis?
3. Is there an effective training program for our council? What does it involve? How can it be improved? Were our suggestions considered in the design of the program?
4. How well is our council functioning as a unit? Are our meetings regularly scheduled, well-planned, well-attended and publicized?
5. Were our council members elected according to the law?
6. What did we accomplish in our SAC/DAC? Were our goals reached on time?
7. In what ways can we be involved in the planning, implementation and evaluation process?
8. Is there frequent, meaningful and open dialogue between our council and Title I officials throughout the year?
9. Are we making the most of community resources? Are we utilizing all possible public relations methods?
10. What are our major strengths and how can we use them to benefit our children?

PART 5

TITLE I APPLICATION PROCEDURE

What Is An Application?

An application is a legal document submitted annually by the local school district to the Superintendent of Public Instruction for approval and funding of proposed Title I Migrant projects. It must include a description of the needs of children to be served, number of children to be served in each component in the project, an evaluation plan, a detailed budget and assurances that all regulations have been or will be satisfied.

How Does An Agency (LEA) Apply To The State For A Subgrant?

To receive a subgrant, an LEA shall submit to the SEA a project application - for a period of not more than three years - that is detailed enough to allow the SEA to determine if the proposed project satisfies the requirements of Title I of the Act, all regulations that apply, and the provisions of the approved State annual program plan.

To Whom Is An Application Submitted?

An application is submitted to the State Education Agency.

What Provisions Are Required In An Application For A Subgrant?

An SEA shall require each LEA that desires to participate in the State migrant education program to submit to it the application required by 116d.30 of these regulations. In its application the LEA shall include the following:

(a) A description of the project to be carried out by the LEA.

(b) An explanation of the relationship between the project and the State annual program plan.

(c) The objectives to be achieved for each grade group.

(d) (1) The estimated number of eligible migratory children living in the area to be served by the project, and the estimated number of these children who will be served.

(2) If the LEA proposed to provide migrant education program services - other than the identification and recruitment of children and the transfer of records - to fewer eligible migratory children than the number of these eligible children living in the area, it shall explain why.

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(e) A description of each service to be provided and its estimated cost.

(f) The types and number of staff to be employed.

(g) A description of how the LEA will comply with 116d.55 of these regulations concerning parental involvement, including how the members of its parent advisory council will be selected.

(h) A description of how the LEA will coordinate with other agencies - in accordance with section 124(f) (1) of Title I of the Act.

(i) A description of how the LEA ensures that no eligible migratory child will be prevented from benefiting fully from the project's services because he or she does not speak English or has limited English-language skills.

(j) Any other relevant information required by the SEA.

Who Designs An Application For A School District's Title I Program?

The school district's officials and the Parent Advisory Council are responsible for designing the Title I application.

How Long Do PAC Members Have To Look At The New Proposed Program Before Final Acceptance?

PAC members have one month to look at the new proposed program before final acceptance.

Who Is The Contact Person In A School District Regarding Title I?

The Federal Coordinator (Director).

Who Approves The Final Title I Application?

The state educational agency has this responsibility.

What Is The Effective Date Of An Approved Application?

The date on which the application was submitted by the local educational agency if the date is after the funds become available, but in no case may it be earlier than the beginning of the fiscal year (July 1) in which the funds were authorized.

Can An Application Be Disapproved?

Yes, if the state educational agency does not agree with the information contained for use of the money. A hearing is held on this issue and the application can be disapproved.

What Is Meant By The Term Allocation?

An allocation is the amount of money actually set aside for a state or local school district under Title I.

How Long May An Application Be Effective To Receive Funds?

An LEA must make a yearly application.

THE BUDGET

What Is A Budget?

It shows how you plan to use your monies and places those funds into identified categories.

What Accounts For The Greatest Expenditure Of Title I Money?

The salaries of both professional and nonprofessionals consume the most money.

What Is A Categorical Grant?

Money that must be used for a specific purpose. Title I is a categorical grant and must be used for servicing educationally deprived children.

How Is An E.S.E.A. Categorical Grant Determined?

This is determined by a formula that counts children in four categories - number of low-income, AFDC, migrant or foster children, and neglected and delinquent children.

How Often Can The Budget Be Revised?

There is no number limit to the number of revisions.

TEXAS EDUCATION AGENCY
Division of Migrant Education

SAMPLE

District Name _____ County-District Number _____

Application for ESEA Title I Migrant Funds

☐ Second Year of Two-Year Application, Fiscal Year 1982
☐ First Year Application, Fiscal Year 1982

SECTION A:

1. _____ Name of Contact Person
2. _____ Title of Contact Person
3. _____ Area Code-Telephone Number
4. _____ Mailing Address
5. _____ City, State, and Zip Code
6. _____ Name of entity or person assisting in the preparation of this report

State Project Number TEA Use Only
ESC Region Number

Is this a Title I Migrant cooperative project? ☐ Yes ☐ No

If yes, complete all information in certification for cooperative projects page 1a.

CERTIFICATION

I certify the comparability of services with respect to ESEA Title I Migrant project areas will be maintained for Fiscal Year 1982.

I further agree that funds will be used as stipulated in the application and attachments thereto and use of funds other than in the manner authorized by this agreement may be construed as misuses and result in the reclaiming of these funds.

I certify that this local education agency School Board of Trustees has been involved in planning the Title I Migrant program and will be involved in the evaluation thereof.

I do hereby certify that all information contained in this application and attachments thereto is true and correct, and the local education agency named above has authorized me as its representative.

Typed Name of Authorized School Official _____ Signature of Authorized School Official _____ Date of Signature

RETURN ORIGINAL AND 2 COPIES TO:
Texas Education Agency
Document Control Center
201 East 11th Street
Austin, Texas 78701

PLEASE READ AND FOLLOW ALL INSTRUCTIONS FOR PREPARING THIS APPLICATION

PFM-073R82

District Name

County-District Number

SAMPLE

SECTION C: FISCAL INFORMATION

BUDGET

Application For FY 1982 ESEA Title I Migrant Funds

ENTER DOLLAR AMOUNTS ONLY

(1)	(2)	(3)	(4)
Line No.	Description	679 C/Obj. Code	1981-82 ESEA I Migrant
01	Payroll Costs	6100	$
02	Purchased and Contracted Services	6200	
03	Supplies and Materials	6300	
04	Other Operating Expenses	6400	
05	Capital Outlay-Construction	6620	
06	Capital Outlay-Equipment	6630	
07	TOTAL DIRECT COST (Sum of Lines 1 through 6)		$
	FOR TEA USE ONLY Do Not Complete Lines 8 and 9		
08	TOTAL INDIRECT COST (%)		
09	TOTAL BUDGET (Line 7 plus Line 8)		

APPLICATION FOR FY 1981 ESEA TITLE I MIGRANT FUNDS

Only six line item Class/Object Codes will be used in the financial budget. Dollar amounts submitted for the Class/Object Codes involved will not be broken down under budget Functions for the purpose of approval of funds. However, each district is required to maintain records of all Title I Migrant expenditures by budget Functions, Class/Object Codes, and year of entitlement (appropriation) in accordance with the provisions of TEA Financial Accounting Manual, Bulletin 679.

Backup data to the financial budget must be provided in two forms—in supporting schedules for Class/Object Codes 6100 and 6630 and in budget descriptions for Class/Object Codes 6200, 6300, and 6400. For Class/Object Code 6100, Supporting Schedule, Total Migrant Personnel Positions, will summarize all Title I Migrant personnel positions. For Class/Object Code 6630, the Supporting Schedule for Equipment, page 6 will be required. The budget description, as illustrated in the example format on page 6 of the instructions, must be submitted for Class/Object Codes 6200, 6300 and 6400. Indirect cost will be computed and entered on line 8 by TEA after the 1981-82 (FY 1982) indirect cost rates become available.

Do not budget more funds in any Class/Object category than the program activity, number of children to be served and personnel positions will justify.

Please do not enter any zeros (.00) for cents in the budgetary entries. Use dollar amounts only.

Date Submitted _____

District Name

County-District Number

ENTER DOLLAR AMOUNTS ONLY

SAMPLE

SCHEDULE B: BUDGET DESCRIPTION, CLASS/OBJECT CODE 6200
Purchased and Contracted Services

SCHEDULE C: BUDGET DESCRIPTION, CLASS/OBJECT CODE 6300
Supplies and Materials

NOTE: Supplies and materials purchased with Migrant funds will be used exclusively for eligible migrant students.

SCHEDULE D: BUDGET DESCRIPTION, CLASS/OBJECT CODE 6400
Other Operating Expenses

Date Submitted_____

District Name _____ County-District Number _____ SAMPLE

SECTION D:
MAINTENANCE OF EFFORT FOR ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I MIGRANT

Enter Auditable Data for Years Indicated			(1) 1978-79	(2) 1979-80
①	Refined Average Daily Attendance			
	Expenditure Classification	Function	Expenditures Actual	Expenditures Actual
②	Instructional Service	11	$	$
③	Instructional Related Service	21		
④	Instructional Resources and Media Services	22		
⑤	School Administration	23		
⑥	Instructional Research and Development	24		
⑦	Curriculum and Personnel Development	25		
⑧	Communication and Dissemination	26		
⑨	Pupil Services	31		
⑩	Attendance & Social Work Services	32		
⑪	Health Services	33		
⑫	Pupil Transportation (Reg.)	34		
⑬	Pupil Transportation Exc. Child	35		
⑭	Co-Curricular Activities	36		
⑮	Food Services	37		
⑯	General Administration	41		
⑰	Plant Maintenance & Operation	51		
⑱	Data Processing Services (Normally used by ESC's)	70		
⑲	TOTAL LINES 2 through 18		$	$
⑳	Average Per Pupil Expenditure (Line 19 divided by Line 1)		$	$

*For Functions 36 and 37, report Class/Object Code expenditures 6450 only. Report Class/Object expenditures for 6100, 6210, 6250, 6260, 6270, 6280, 6290, 6300, and 6400 for all functions except 36 and 37. **Do not include Class/Object Code expenditures for 6220, 6230, 6240, 6500, and 6600.**

Ancillary Services, Function 81, are not to be included in computing local effort.

Public Law 95-561 (Section 126) requires that the LEA maintain effort on either a per pupil expenditure basis or an aggregate expenditure basis. In any case where there is a decrease in both the above per pupil expenditure and aggregate expenditure, and exceptional circumstances exist with respect to the LEA, the U.S. Commissioner may waive such requirement for one fiscal year only if he determines such waiver to be equitable in order to reflect such circumstances, including those resulting from decreasing enrollments or fiscal resources of the LEA. Each of the above line item Functions which reflect a decrease in expenditures must be explained and the exceptional circumstances must be specifically detailed to support the waiver request. In any case in which a waiver is granted, the U.S. Commissioner shall reduce the amount of the Federal payment (in ESEA Title I funds) for the current fiscal year in the exact proportion to which the fiscal effort per student or amount expended was less than 100% for the second preceding fiscal year.

In cases where an LEA is not in compliance with the above maintenance of effort requirements, a letter of justification for non-compliance must be submitted by the superintendent of such LEA to:

Texas Education Agency
Document Control Center
201 East 11th Street
Austin, Texas 78701

Final approval of the amendment submitted by the LEA will be contingent upon receipt of a waiver from the U.S. Commissioner.

Date Submitted _____

District Name _____ County-District Number _____

SECTION H: TITLE I PARENT ADVISORY COUNCILS FOR THE SCHOOL YEAR 1980-82

SAMPLE

The district will have a:

☐ combined Title I Regular and Title I Migrant PAC – All of Item 1 applies.

☐ separate Title I Migrant PAC – Asterisk (*) indicates applicable paragraphs.

ITEM 1: The following actions have been or will be taken to establish and work with Title I Parent Advisory Councils (PAC) in accordance with Sections 125 and 142 of Public Law 95-561, November 1978, during the school year in the _____ School District:

* A. The LEA has established a PAC for the entire school district which –
   (1) Has a majority of members who are parents of children to be served by programs in this application, including parents of children living in eligible Title I project attendance areas and enrolled in private schools;
   (2) Is composed of members elected by the parents in each district; and
   (3) Includes representatives of children and schools eligible to be served by, but not currently participating in, programs assisted with Title I (Regular and/or Migrant) funds.

B. The LEA has established a PAC for each campus in which 75 or more students are to be served by a Title I Regular and/or Title I Migrant program or project which –
   (1) Has a majority of members who are parents of children to be served under Title I;
   (2) Is composed of members elected by the parents in each project (campus) area;
   (3) Is composed of not less than eight (8) members who will serve for terms of two years and be eligible for re-election;
   (4) Will elect officers of the school PAC after it has been fully constituted; and
   (5) Will meet _____ (fill in number) times per year, according to a schedule and at locations to be determined by each school PAC. The first meeting during the school year will take place no later than the end of the second month of the school year.

C. A campus wherein more than 40 but less than 75 students will be served under Title I Regular and/or Migrant, the LEA has established a PAC for each such campus which:
   (1) Has a majority of members who are parents of children to be served under Title I; and
   (2) Is composed of members elected by the parents of each project area.

D. A campus PAC is not required for any campus being served with Title I in which not more than one full-time equivalent Title I staff member will be assigned and in which not more than 40 students participate in the Title I Regular and/or Migrant program.

* E. Each district-wide PAC and upon request each member will be provided without charge a copy of the migrant education statute and ar applicable Federal and State regulations or guidelines.

* F. The district-wide PAC will be provided without charge any report resulting from Federal and State auditing, monitoring, or evaluation of the State program or the local project whichever applies.

* G. Each PAC will be provided with the district's current Title I (Regular and/or Migrant) application and other information and documents as may be needed for the effective involvement of each PAC in the planning, implementation, operation and evaluation of the project under Title I.

H. Procedures have been or will be developed to enable each PAC to coordinate its functions and recommendations to the local education agency with those of other PACs in the district.

* I. Each PAC has had adequate opportunity to consider information available concerning the special educational needs of the educationally deprived children residing in the Title I (Regular and/or Migrant) project areas, and the various programs available to meet those needs, and to make recommendations concerning those needs which should be addressed through the Title I program and similar programs.

* J. Parents of children to be served have had opportunity to present their views concerning the Title I (Regular and/or Migrant) application to the appropriate school PAC, and each PAC has had opportunity to submit its comments to the local education agency for consideration in determining whether or not the application shall be approved and submitted to the Texas Education Agency.

Date Submitted _____

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District Name _____ County-District Number _____ SAMPLE

ITEM 2: Identify the district-wide PAC and campus PACs and the number of members for each PAC as designated.

PAC Identification	Total PAC Membership	How Many of the Total PAC Membership are Parents of Children to be Served Under Title I in		
		Title I Regular Programs	Title I Migrant Programs	Non-Public School(s)
District-Wide PAC*				
School District Campus PAC's				

LEAs with both Regular and Migrant Title I programs may form one district-wide PAC and one PAC for each participating campus attendan area if parents of both Migrant and non-Migrant children to be served under Title I have membership on each PAC concerned in the same general ratio as the number of children to be served under Title I Regular and under Title I Migrant in the district. In such case a xerox copy of the signed original of this PAC data, to include the name, address and function of the members of the district-wide PAC, and of the description of the PAC training program, will suffice for inclusion in either the Title I Regular or the Title I Migrant application with the original being in the other application. If the district will have separate PACs for Title I Regular and for Title I Migrant, the applicable signed original of this data, to include the name, address and function of the members of the district-wide PAC, and a copy of the descriptio of the PAC training program must be included in each application, using the format which follows.

ITEM 3: Describe how the membership of the PAC will be elected:

- ☐ at district-wide meetings
- ☐ at campus meetings
- ☐ at area meetings
- ☐ during the peak enrollment period of currently migratory children
- ☐ by election in the first PAC meeting of the school year
- ☐ by electing_____ (1, 2, etc.) member(s) per campus
- ☐ at scheduled meetings in the local community
- ☐ other (specify).

Date Submitted _____

District Name _____ County-District Number _____

SAMPLE

DISTRICTWIDE
PAC MEMBERSHIP

NO.	NAME	ADDRESS/PHONE	PARENTS *	MIGRANT STATUS OF CHILD(REN)**		LEVEL(S) CHILD(REN) ENROLLED IN**			
				Current	Former	PK	ELEM	JH	HS

*Specify Title I Regular Parent or Title I Migrant Parent or give position if not parent.
**Check appropriate box(es).

The training program to be provided for the PAC will include a minimum of _____ training sessions to address the following topics.

- ☐ Parliamentary procedures
- ☐ Explanation of laws and regulations
- ☐ The role of the Parent Advisory Council
- ☐ Review of components for the school year
- ☐ Migrant Student Record Transfer System (MSRTS)
- ☐ Review of services given in program components to date
- ☐ Review/discuss evaluation results of prior years
- ☐ Review of Migrant application for possible modifications
- ☐ Other (specify):

This program has or will be planned in consultation with members of the PACs. Each member of each PAC will be provided with appropriate training material. It is understood that Title I funds may be budgeted for expenses associated with this training, including expenses associated with the attendance of PAC members at training sessions.

I do hereby certify that the district-wide Parent Advisory Council and the Parent Advisory Council for each school served by ESEA Title I (Regular and/or Migrant) have been established and will be implemented in accordance with the above stated provisions and applicable regulations.

_____ _____
Typed Name of Superintendent Signature of Superintendent

Date Submitted _____

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District Name

County-District Number

SAMPLE

SECTION E: PROGRAM PLAN

Title of Component

ITEM 1: COMPONENT OVERVIEW

COMPONENT ITEMS	Proposed Expenditures (7)
Testing	$ 1000.
Administrative	3000.
Materials	3500.
Capital Outlay	330.
Travel	1000.
Staff Development	-0-
Other (Specify)	121,832.

* 6 sets earphones @ $55.00/ea.

Personnel Data

Campus to Which Assigned (1)	Position No. (2)	Position Title (3)	% of Time Employed for This Component (4)	No. of Students to be served in This Component (5)	Maximum Size of Instructional Groups (6)	
Buckner	1	Teacher	100%	84	12	
Doedyns	1	Teacher	100%	84	12	
Ford	1	Teacher	100%	84	12	
Farias	1	Teacher	100%	84	12	
Garza-Pena	1	Teacher	100%	84	12	
Whitney	1	Teacher	100%	84	12	
Buckner	1	Teacher aide	100%	* 84	12	
Doedyns	1	Teacher aide	100%	* 84	12	
Ford	1	Teacher aide	100%	* 84	12	
Farias	1	Teacher aide	100%	* 84	12	
TOTALS						$ 130,662.

* 1 each for 6 math teachers

District Name

County-District Number

Title of Component

ITEM 5: OBJECTIVE(S): Upon termination of the 1979-80 school term, the migrant students in the Migrant Mathematics Program will demonstrate pre to post test gains as measured by the appropriate sub test of the Stanford Achievement Test, or comparable test, according to the following schedule:

ITEM 6: HOW activities are supplementary to the foundation program: Eligible migrant students in grades 4-6 will be scheduled in groups of 5-12 to receive 45 minutes of mathematics instruction in a Migrant Mathematics Lab in addition to the mathematics period in the regular classroom. In each of the six Migrant Math Labs a migrant funded teacher and aide will provide this supplementary assistance to migrant students eligible to be served under T-I Migrant.

ITEM 7: Activities to Attain the Stated Objective(s)	ITEM 8: Evaluation
Eligible migrant students will be admitted into the Migrant Mathematics Program using the following basis to ensure serving those students with the greatest need first: 1) a mathematics instructional level one or more years below the student's potential as measured by a teacher-made informal math inventory; 2) achievement test mathematics scores that are one or more years below grade level; and/or, 3) classroom and math teachers' opinion that a child is below grade level in mathematics after the child has attended school two or more weeks. A teacher-made informal math inventory will be administered to each participant to help determine appropriate instructional level. A commercially prepared diagnostic Mathematics Test, may be used to help determine each student's individual prescription which will be implemented and maintained. A participant may be phased out of the program in order to serve other migrant children with greater needs if he achieves at least 60% correct scores on all parts of the appropriate grade level test, and/or the classroom and math teachers determine that he should be phased out based on the best interests of the students involved. To insure systematic skill development, spiral teaching will take the student through the mathematics concepts with the sets of numbers appropriate to the student's instructional level. Individual student's progress charts will be kept on file in the classroom to record those skills mastered and those skills yet to be achieved.	September 1979: Eligible migrant participants will be selected Informal Math inventories will be administered to the participants to determine instructional levels. Diagnostic testing will begin. Both tests' results will be recorded on individual student profiles. (on-going process) Testing materials for achievement pre-testing will be ordered. Instructional materials and equipment will be ordered. Inservice for the migrant math teachers and/or aides will be held. Locally devised evaluation checklists will be completed by the participants. These will be analyzed by the Migrant Evaluator. October 1979: Pre-testing with the Stanford Achievement Test Math Battery will be administered. Progress Reports on the migrant participants in this program will be collected by the Migrant Evaluator for tabulation. These reports contain names, entry and withdrawal dates.

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SAMPLE

District Name

County-District Number

Title of Component

ITEM 5: OBJECTIVE(S):

ITEM 6: HOW activities are supplementary to the foundation program:

ITEM 7: Activities to Attain the Stated Objective(s)	ITEM 8: Evaluation
	Limitations on this evaluation design are those inherent in using commercially-prepared tests and, more importantly, in the fact that much of the LEA's migrant population is not enrolled in our district for both pre and post testing with the S.A.T.. This makes it difficult to measure the gains for many participants.

SAMPLE

District Name

County-District Number

SAMPLE

Title of Component

ITEM 2: ADDENDUM TO THE ANNUAL EVALUATION REPORT
(Not applicable to new components)

Complete this form for each component funded

Part A: List and describe the factors which contributed to the effectiveness of this component. (15 points)

1. Children are elgible to receive 45 additional minutes of mathematics instruct
2. Migrant math teachers and the minimum foundation teacher confer on a regular basis as to the needs of the student
3. Students with the greatest need are served first
4. Administration of a informal math inventory to determine instructional and placement levels
5. The use of a teacher-aide to help in the preparation of instructional materia and to work with individual students and in small group instruction
6. The use of the McCormick-Mathers Math Kit for continuous diagnosing and presc bing of students needs
7. In-service training of both the teacher and teacher-aide in individualized instruction, diagnosing techniques, and preparation of materials such as lear ing centers, learning-packets, and games by local consultants and from the Education Service Center
8. Title I Migrant Coordinator conferring with staff members to evaluate program

Part B: List and describe the factors which reduced the effectiveness of this component. (15 points)

1. Inadequate facilities for the individualizing of instruction - classroom not available at the beginning of the school year
2. Migrant students arrive late in the school year and leave early
3. Many migrant students do not see the importance of attending school thus they do not attend school on a regular basis
4. In many of the migrant homes no study facilities are available
5. Many migrant families do not support the educational endeavors of their sons and daughters
6. Many migrants have poor self-concepts of themselves consequently they do poor in school
7. Many migrants need clothing and medical services before they can attend schoo
8. The objective for the component was only met by 56.33% of migrant students involved in the program *

* Annual Migrant Evaluation Report - 1977-1978, Reading Component

Part C: Describe modifications made in the component based on the findings in Parts I and II. (45 points)

1. The LEA will provide adequate space for better instructional facilities
2. The purchase of up to date mathematical material
3. More inservice for the math teachers will be available using math consultants from the local education inservice center
4. A clothing component will be provided to help migrant students who need cloth assistance
5. The school counselor will work with migrant students on a group and individua basis to enhance the self concept of the migrant students
6. More correlation of instructional efforts between the math resource teacher a classroom teacher on specific needs of the migrant students

District Name

County-District Number

SAMPLE

Title of Component

ITEM 4: NEEDS ASSESSMENT NARRATIVE

In the Spring of 1978, several thousand students in Texas were tested in reading and mathematics, and results were compared to those of students in the nation. The findings of the analysis are significant as they apply to our LEA's student population, especially migrants.

The report found that children from low-income families performed significantly lower than those from families with average or better incomes. The LEA's majority of students are from economically disadvantaged families.

The report found that the greatest differences in achievement were among the three ethnic groups: Mexican-Americans, blacks, and other (mostly whites). The results showed both the Mexican-Americans and blacks scored significantly lower than the other students, with the Mexican-Americans showing a very slight percentage over the blacks. The LEA's population is over 90% Mexican-American, with the migrant population being about 100% Mexican-American.

The report also found that students from regions with a small percentage of ethnic minority students fared better than students from regions having a large percentage of ethnic minority students. Region I, in which our LEA is located, has the highest percentage of ethnic minority students, 90% Mexican-Americans.

The report determined certain factors conducive to higher performance: moderate viewing of television, doing homework, having parents with high educational achievement and high educational aspirations, and speaking English predominantly in the home. For many of the LEA's migrant population, the converse of these factors holds true. They come from homes, many in the "barrios," where the television is the only source of entertainment; facilities for studying are minimal; parents have little, if any, education; and Spanish is the predominant language spoken. These homes sometimes do not have even the basic necessities.

That report led the State Board of Education, again, to prioritize reading as the number one problem to be addressed by education in Texas, as it continues to be nationally. In our district, achievement test reading/language scores average lower than the national scores, and our migrant students' average is even lower than those of our non-migrants. These facts, strengthened by the findings of the State's Report on reading and mathematics, identify reading as a major problem that warrants immediate and intensive attention. Thus, the LEA continues to make reading/language the number one priority, also.

The State's Report on reading and mathematics further strengthen the needs identified by the LEA. Scores on the Stanford Achievement Test, Mathematics Battery, show the LEA's students average below the national norms. The LEA's migrant student's on the average, score even lower than the non-migrants. Parents, teachers, and administrators agree on the importance of a sound mathematics education. Therefore, the LEA ranks mathematics a top priority, next only to reading, just as it continues to be with the State Board of Educationa and National level priorities.

To determine this need, a survey was completed by the LEA's personnel. On this survey, teachers identified all migrants in their classrooms and determined

District Name

County-District Number

Title of Component

ITEM 3: NEEDS ASSESSMENT CHART
(Instructional Components Only)

Measurement Instrument and Date Administered

1. Stanford Achievement Test -
2. Math Battery - 10/78;
3. Teacher Observation
4. Continuous

Campus	Grade	Number of Migrant Students Assessed	Performance Level: Migrant Students	Performance Level: Other Students in District	Comparision (4A-4B = 5)	Estimated Number of Migrant Students ** To Be Served	Priority
(1)	(2)	(3)	(4A)	(4B)	(5)	(6)	(7)
Buckner Elementary (4-6)	4	15	4.0 +	3.5	+ .5	17	3
		43	3.0 - 3.9		- .5	45	2
		19	2.0 - 2.9		-1.5	21	1
		1	1.0 - 1.9		-2.5	3	1
		1	Below Grade Level *				1
	5	32	5.0 +	4.5	+ .5	25	2
		38	4.0 - 4.9		- .5	30	1
		38	3.0 - 3.9		-1.5	30	1
		8	2.0 - 2.9		-2.5	7	1
		4	Below Grade Level *				1
	6	16	6.0 +	5.1	+ .9	24	2
		27	5.0 - 5.9		- .1	39	2
		21	4.0 - 4.9		-1.1	30	1
		21	3.0 - 3.9		-2.1	34	1
		1	Below Grade Level *				1
Doedyns Elementary (4-6)	4	23	4.0 +	3.8	+ .2	18	2
		17	3.0 - 3.9		- .8	12	1
		13	2.0 - 2.9		-1.8	11	1
		3	1.0 - 1.9		-2.8	2	1
		4	Below Grade Level *				1

* Based on teacher's observation no SAT scores were available

** These numbers may be greater than those of students assessed (col. 3) because many migrants were not yet enrolled at the time of as essment. The numbers for each interval in col. 6 represents a percentage of the total based on the distribution in col. 3

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SAMPLE

PART 6

PARENT VISITATION CHECKLIST

(The instrument included in this booklet should be revised to meet local needs and preferences.)

I. TYPE OF STAFF PERSON OBSERVED:

_____1. Aide _____2. Teacher _____3. Tutor-Teacher

II. INSTRUCTIONAL ACTIVITY:

_____1. Listening to Reading _____2. Reinforcing Learning Activities

_____3. Reading to Child _____4. Non-Instructional Activities

_____5. Correcting with Children _____6. Conferring with Staff

_____7. Silent Reading _____8. Hands on Learning Activities

_____9. Other _____

III. LANGUAGE USED TO PRESENT ABOVE INSTRUCTION: _____

IV. INSTRUCTIONAL SUBJECT MATTER OBSERVED:

_____1. Reading _____2. Language _____3. Art _____4. Social Studies

_____5. Science _____6. Arithmetic _____7. Music _____8. ESL

V. INSTRUCTIONAL EQUIPMENT AND MATERIALS IN USE:

_____1. Tape Recorder _____2. Reading Book

_____3. Worksheets/Workbooks _____4. Conversation

_____5. Listening Station _____6. Visuals

_____7. Recreational Reading Books _____8. Individualized Learning Kits: (Specify) _____

_____9. Other (Specify) _____ _____

_____

The previous numbered page in the original document was blank

1. Teachers and teacher-aides are providing instruction to individual and/or small groups of students.

   Yes ( ) No ( )

2. Each child is receiving instruction or working on an assignment.

   Yes ( ) No ( )

3. There are materials for children to use when they have completed their assignment (books, instructional games).

   Yes ( ) No ( )

4. Each child has a chair and place to work.

   Yes ( ) No ( )

5. Children appear to be enjoying the learning activity taking place.

   Yes ( ) No ( )

6. If a group activity is taking place, are all students being encouraged to participate?

   Yes ( ) No ( )

7. The learning environment is attractive and conducive to student motivation (this does not include things that are beyond the control of the teachers, e.g., exposed pipes in basement classrooms in older buildings).

   Yes ( ) No ( )

   If "no," what suggestions could be made?

   _____

   _____

   _____

8. Student assignments are checked by the teacher and/or aide upon completion.

   Yes ( ) No ( )

9. Children seem to understand the language being used by the teacher.

   Yes ( ) No ( )

Sample Parent Questionnaire in Developing Training Program

Please mark the areas you would like more information on:

_____ What Is Title I?

_____ How Can I Help Build Reading Skills In My Children?

_____ How Can I Teach My Child?

_____ What Is Language Arts?

_____ How Can Math Be Taught At Home?

_____ How Can Parents Enrich Their Child's Education?

_____ How Can Working Parents Effectively Use Their Time?

_____ What Is A Father's Role In Education?

_____ How Do I Find And Use Community Resources?

_____ How Much Influence Does Television Have On Children?

_____ What Should I Ask A Teacher?

_____ How Can I Understand A Report Card?

_____ How Do I Read An Application?

_____ What Are Program Evaluation Procedures?

_____ What Is A Needs Assessment?

_____ How Do I Conduct And Participate In A Meeting

_____ What Is Competency Based Testing?

TASK SHEET

Instructions: Match term with its definition

_____	1. Application	a.	To add to
_____	2. Monitoring	b.	Means having followed all the rules
_____	3. Title I ESEA	c.	A study of a child's education problems
_____	4. Program	d.	Legal document which the local district submits
_____	5. Compliance	e.	Rules for Title I
_____	6. Needs Assessment	f.	The largest federal aid to education program
_____	7. Regulation	g.	Checking to make sure federal and state rules are followed
_____	8. Migrant Child	h.	Limited use of Title I money to those with greatest need
_____	9. Supportive Services	i.	All the projects in a school district
_____	10. Average Daily Attendance	j.	A child who crosses school district boundaries as his family does agricultural work
_____	11. Concentration	k.	Non-instructional activities needed to achieve educational goals of program
_____	12. Supplement	l.	The average number of children in school every day
_____	13. Onsite visit	m.	To replace or to be used instead of
_____	14. Local education agency	n.	Such services as medical and dental care, transportation, and counseling
_____	15. State education agency	o.	To add to services beyond those required
_____	16. Supplant	p.	Refers to the office responsible for supervising public education in the state
_____	17. Supplement	q.	Rules for federal programs
_____	18. Supportive services	r.	A trip to a project location in order to monitor or provide assistance
		s.	A board of education or some other legal authority having administrative control over public education in a school district

TEST

FOR

MIGRANT PARENT ADVISORY COUNCIL MEMBERS

Circle the letter(s) representing the best answer(s) for each item.

1. What does PAC mean?
   A. Parents are concerned
   B. Parents activity committee
   C. Parent Advisory council

2. What is the Title I migrant education program?
   A. Program for educators
   B. Project for migrant parents
   C. Federal funded state program designed to meet the special educational needs of eligible migrant children

3. What are students' rights in the Program?
   A. A quality program which meets his or her special educational needs
   B. Private teacher
   C. Free medical and dental services

4. How can individual parents participate?
   A. Be informed of the progress of your child's education
   B. Work with your child and the teacher to help your child do well in school
   C. Participate in the planning, operation and evaluation of the migrant education program in your district
   D. All of the above

5. The Parent Advisory Council should meet
   A. Once in a while
   B. Regularly during the year
   C. Once a year

6. The majority of members on the Migrant/Title I PAC
   A. Should be people who know the needs of Migrants
   B. Must be parents of children being served or who are eligible to be served in the Migrant/Title I program
   C. Must be parents of children in school

6. Mandar cualquier correspondencia.
7. Resumir y completar reportes.
8. Notificar a los miembros de las juntas.
9. Ayudar a los comités.
10. Guardar copias de todos los documentos.

El Encabezado - Sus Obligaciones y Derechos*

1. Principiar la junta a tiempo.
2. Tener un entendimiento básico de los procedimientos parlimentarios y entender los Reglamentos del Concilio.
3. Dirigir y mantener orden.
4. Explicar y decidir todas las cuestiones de orden.
5. Anunciar todos los asuntos.
6. No permitir a nadie a que discuta las mociones antes que sean asegundadas y declaradas.
7. Entretener solamente una moción a la vez.
8. Prohibirle a un miembro a que se diriga a la misma cuestión dos veces si hay otros que desean pedir la palabra.
9. Poner todas las mociones a un voto y dar el resultado del voto.
10. Hablar lo menos posible al dirigir.
11. Reprimirse de discutir una moción al dirigir.
12. Ser absolutamente justo e imparcial.
13. Dar su firma cuando sea necesario.
14. Dirigir las elecciones y nominaciones aunque él sea el candidato.

*NOTA: Para discutir mociones ante el Concilio, debe renunciar el puesto hasta que se haya tomado el voto.

Co-Encabezado - Sus Responsabilidades y Obligaciones

1. En ausencia del presidente, dirige y lleva acabo las obligaciones del presidente.

Secretaria - Sus Responsabilidades y Obligaciones

1. Guardar las minutas de la junta.

Secretaria - Sus Responsabilidades y Obligaciones (Continuación)

2. Pasar lista y marcar a esos que están ausentes en las juntas del Concilio.
3. Leer las minutas de juntas anteriores.
4. Leer correspondencia importante.
5. Registrar el nombre del miembro que introdujo una moción. No es necesario registrar el nombre del miembro que asegundó la moción.
6. Registrar los procedimientos (lo que se hizo), no la discusion (lo que se dijo).
7. Notificar a los miembros del Concilio acerca de las juntas.
8. Guardar una lista reciente de los nombres de los miembros del Concilio, de sus números de teléfonos, y de sus direcciones.

Responsabilidades De Los Miembros

Los Miembros - Sus Responsabilidades y Obligaciones

1. Pedir la palabra antes de hablar.
2. Ponerse de pie al hablar si es conveniente.
3. Ceder la palabra a llamadas para orden.
4. Abstenerse de todas las personalidades en discusión.
5. Evitar presentadores que perturban de cualquier manera.
6. Ofrecer cualesquier moción que sea relacionada a la organización.
7. Explicar o discutir esa moción o cualquier asunto propiamente ante la junta.
8. Llamar al orden, si es necesario. (Un punto de orden puede interrumpir al que tiene la palabra si las reglas o reglamentos se están violando.)
9. Mantener la palabra cuando se ha obtenido legalmente hasta que termine de hablar.
10. Apelar la decisión del encabezado a la del Concilio o la asamblea.

Reglamentos

Los reglamentos son las reglas de operación para su grupo. Le indican a cada miembro como opera la organización, sus propósitos y sus restricciones. Pero no son intocables. Deben ser revisadas anualmente y las provisiones para enmendar los reglamentos deben ser declarados especificamente. Cada padre debe tener una copia de los reglamentos del Concilio y debe ser notificado cuando se han hecho cambios por la mayoría.

Especificamente, los reglamentos deben declarar:

1. El nombre de la organización.
2. El propósito de la organización.
3. ¿Quién puede pertenecer?
   a. ¿Cómo son elegidos los miembros?
   b. ¿Cuáles son los derechos de votación de los miembros?
   c. ¿Cómo se puede remover un miembro?
4. Los oficiales de la organización y sus funciones.
5. Comités de sostenimiento y sus funciones.
6. Cuando y donde se sostienen las juntas.
   a. ¿Cómo se convocan juntas especiales?
   b. ¿Cómo se les notifica a los miembros de las juntas?
   c. ¿De qué consiste un quórum?
   d. ¿Qué porcentaje debe aprobar una acción?
   e. ¿Qué son las reglas de orden (procedimientos parlimentarios)?
   f. ¿Son las juntas abiertas al público?
7. ¿Cómo se pueden enmendar los reglamentos?

Comités

I. Clases De Comités

Hay dos clases de comités:

a. Comités de Sostenimiento que continuan de año a año.
b. Comité Especial que es designado o elejido para tratar asignaciones específicas.

II. Capacidad Dirigente

El miembro que es nombrado primeramente puede actuar como el encabezado para el comité o los miembros pueden escoger su propio encabezado. El encabezado tiene la responsabilidad de guiar al comité y mantenerlo enfocado. Cada comité debe elegir una secretaria; si es lo suficientemente grande, elegir un co-encabezado.

III. Función

Los comités funcionan como una parte del grupo total y funcionar independientemente. La ventaja primaria de tener comités es que grupos chicos frecuentemente son más móviles y pueden satisfacer más realisticamente las necesidades del concilio. Los comités ahorran tiempo y energía al tener area y tareas específicas.

Por eso, los objetivos del comité deben ser siempre claros, asequibles, y directamente relacionados con las metas del Concilio.

IV. Comités De Sostenimiento Que Un Concilio Puede Necesitar

A. Comité Ejecutivo - (compuesto de los oficiales y los encabezados de los comités) Hace decisiones entre juntas; ayuda a planear juntas y otras actividades.

B. Comité de Aplicación - Ayuda a los distritos escolares y a otros comités en el desarrollo de un marco de tiempo para la sumisión de información necesaria para aplicar; asegura que la aplicación contiene:

- . Evidencia del mantenimiento de esfuerzo
- . Datos que indiquen comparación
- . Datos para apoyar la selección de areas de asistencia elegibles
- . Datos sobre el fijamiento de necesidades
- . Descripción del envolvimiento de niños que asisten a escuelas privadas
- . Descripción del envolvimiento de padres
- . Descripción del programa de entrenamiento para el Concilio de Padres
- . Descripción de los planes para la publicidad
- . Resumen del presupuesto
- . Resumen del equipaje
- . Descripción de los procedimientos para la evaluación

C. Comité de Programa - (El Vice-Presidente es el encabezado) Ayudar en el desarrollo de un plan que incluye todas las juntas para padres durante el año; ponerse en contacto con los presentadores invitados o hacer los arreglos para las presentaciones en los talleres sobre areas específicas; trabajar con el Comite Ejecutivo del Concilio para desarrollar actividades especiales para los padres.

D. Comité de Evaluación - Ayudar a escribir objectivos para cada Programa Título I y a seleccionar un método de evaluación; repasar el examen que se va a dar al principio (pre-exámenes) y al final (exámenes finales) del período de evaluación; presentar y explicar los resultados de la evaluación al Concilio y a grupos de padres; escribir conclusiones y hacer recomendaciones al Concilio basadas en estas conclusiones; visitar proyectos de Título I periódicamente y reportar los descubrimientos al Concilio.

E. Comité de Publicidad - Desarrollar un plan para la publicidad e incluir en el plan el paquete de la aplicación; informar al periódico local y las estaciones locales de radio y televisión acerca del Programa Título I; publicar las elecciones del Concilio, eventos especiales, adquisiciones, o actividades de padres (por ejemplo, marcas sobresalientes en la lectura, programas especiales de

entrenamiento para los padres, presentadores especiales, conferencias nacionales, etc.); escribir una carta de noticias local o contribuir materia a una carta de noticias ya establecida.

F. Comité del Presupuesto y Finanzas - Ayudar o compilar el presupuesto, y presentar el presupuesto al Concilio; presentar reportes de finanzas regularmente al Concilio; preparar un resumen del presupuesto para la aplicación y asegurar que este resumen sea incluído en el paquete de la aplicación; contestar preguntas sobre como y porque se gasta el dinero; visitar periódicamente a los proyectos de Título I y reportar sobre estas visitas al Concilio.

PREPARANDO UNA AGENDA

Como Planear Una Agenda

Las juntas del Concilio de Padres les da a las personas la oportunidad de juntarse para expresar sus necesidades, fijar metas, planear, hacer decisiones, tomar acción, y evaluar lo que han hecho.

El encabezado o lider de la junta debe de asegurar que la junta siga según la agenda. Él y todos los miembros deben saber que es lo que se debe hacer primero y que es lo que debe seguir durante la junta. El planear la agenda antes de la junta ayuda al encabezado a poner el Concilio de Padres en acción.

¿Qué Es Una Agenda?

Una agenda es una lista o un bosquejo de las cosas que se van a llevar acabo en una junta.

¿Por Qué Se Necesita Una Agenda?

Cuando las juntas son aburridas o disorganizadas, los miembros no asisten. Una agenda le ayuda al Encabezado a tener una buena junta. El bosquejo le ayudará a que los asuntos importantes se lleven acabo suavemente y rápidamente.

Forma Normal de Preparar Una Agenda

1. Principiar la junta a cargo del Encabezado.
2. Pasar lista de los miembros del comité.
3. Lectura y/o aprobación de las minutas de la junta anterior.
4. Reconocimiento de los visitaates.
5. Repertes
6. Asuntos pendientes.
7. Asuntos nuevos.
8. Fijar la fecha para la siguiente junta.
9. Terminar la junta.

Ejemplo De Una Agenda Para Una Junta Chica

1. Comentarios de bienvenida; introducirnos a nosotros mismos.
2. Discutir la agenda; hacer cambios o adiciones.
3. Reporte de las minutas de la junta anterior y las finanzas.
4. Reporte de los efuerzos para las immunizaciones para los niños de la vecindad.
5. Un discurso por Bell Johnson acerca de la clase de trabajo que hace un "trabajador de vecindad" y como él va ayudarnos a empezar un proyecto local de vecindad.
6. Café y refrescos.
7. Decidir en el proyecto de vecindad.
   a. Solicitar a tres personas para que visiten a un proyecto semejante en el condado para tomar información.
   b. Solicitar a otras tres personas para que se junten con la Agencia de Acción Para La Comunidad para que discutan el proyecto.
8. Fijar la fecha para la siguiente junta; terminar la junta.

Ejemplo De Una Agenda Para Una Junta Grande

1. Principiar la junta.
2. Comentarios de bienvenida y anuncios especiales.
3. Las minutas (reporte) de la junta anterior leídas por la secretaria.

   Pedir correcciones u omisiones. Las minutas quedan aprobadas como se leyeron o los miembros harán y votarán sobre las correciones.
4. Correspondencia
   a. Cartas importantes recibidas. Leer o resumir; ninguna acción es necesaria.
   b. Cartas importantes mandadas. Leer sin que ninguna acción sea necesaria; se pueden hacer preguntas.
5. Reporte del Tesorero.
   a. Dineros entrantes.
   b. Gastos.
   c. Balance de dinero en el banco.
   d. Si no hay preguntas o cambios, pedir una moción para aprobar el reporte.
6. Reportes de los Comités
   a. Comité Ejecutivo.
   b. Reporte del Presidente.
   c. Comité del Edificio.
   d. Comité para el Mejoramiento de la Vecindad.

7. Asuntos Pendientes (asuntos no terminados)
   a. Accionamiento continuo para la reparación de las calles.
   b. Arreglos para la fiesta local para alzar fondos.
   c. Resultados de la junta con el miembro del concilio del pueblo.
8. Asuntos Nuevos
   a. Proposición para aplicar por dineros de ayudamisma para alojamiento.
   b. Discusión del plan para empezar subcomités.
   c. Otros asuntos nuevos traídos por los miembros a oyentes.

LA AGENDA

I. Principiar La Junta

II. La Bienvenida A Los Miembros E Invitados

III. Pasar Lista

IV. Aprobar Y/O Correción De Las Minutas De La Junta Anterior

V. Asuntos Pendientes
(Negocios Discutidos En La Junta Anterior)

VI. Asuntos Nuevos
(Asuntos O Negocios De Interés Respecto A Los Proyectos O Programas Corrientes)

VII. Miscelaneo

VIII. Fin O Terminación

GLOSARIO DE TÉRMINOS (PALABRAS) COMUNES USADOS EN UNA JUNTA

1. Abstener -- no votar - ni a favor, ni en contra.
2. Adoptar -- aprobar o aceptar.
3. Agenda -- lista (bosquejo) de asuntos que se van a llevar acabo en la junta.
4. Consentimiento general -- aprobación del comité entero sin votar.
5. Cuestión -- una moción que se está discutiendo para votarse.
6. Debatir -- discusión o argumento sobre una moción.
7. Enmendar -- añadirle algo a una moción, generalmente para mejorarla o aclararla.
8. La palabra -- el privilegio de hablar ante el comité.
9. La silla -- el puesto mantenido por el Presidente mientras conduce la junta.
10. Minutas -- los archivos oficiales de lo que toma lugar en una junta.
11. Moción -- una proposición por uno de los miembros para consideración o para acción.
12. Nominación -- recomendar a un miembro para elección a un puesto oficial.
13. Opinión de la mayoría -- la decisión de más de la mitad de los miembros votantes.
14. Opinión de la minoría -- la posición mantenida por menos de la mitad de los miembros votantes.
15. Orden del día -- pedirle al comité que regrese a la agenda o a los asuntos principales.
16. Pendiente -- indeciso.
17. Poner en la mesa -- dilatar o posponer una moción.
18. Posponer indefinitivamente -- rechazar una moción.
19. Pro-tem -- temporal
20. Punto de información -- pedir información antes de hacer una decisión.
21. Punto de orden -- corregir un error que está en contra de las reglas.
22. Recreo -- tomar unos minutos de descanso.

23. Reglas -- los reglamentos por los cuales el comité acuerda guiarse y sus metas.

24. Rescindir -- cambiar de opinión o retirar algo.

25. Segundar (asegundar) -- apoyar una moción para ser traída ante el comité para consideración.

26. Suspender los reglamentos -- discutir algunos asuntos sin seguir los reglamentos de la junta.

27. Terminar -- cerrar la junta.

28. Voto unánime -- cuando todos votan de la misma manera.

PARTE 4

¿QUÉ ES EVALUACIÓN?

Evaluación es un término usado para describir la determinación de progreso o adquisición. Es también un fijamiento del grado al cual se están ejecutando los objetivos totales del proyecto, en una base continua o anual.

. Evaluación es examinar, registrar y analizar los resultados de la adquisición y progreso de un estudiante hacia la ejecución de los objetivos.

Evaluación del programa es otra area importante en la cual Título I requiere el envolvimiento de padres. Para que usted pueda expresar su opinión sobre los servicios de Título I que su niño recibe, usted debe de estar al tanto del impacto que tiene el programa en el crecimiento académico de su niño.

Aunque hay muchas clases de evaluación, hay unas que son comunes al programa educativo. Son:

1. Contexto - ¿Cuáles son las necesidades o la justificación para un programa? El fijamiento de necesidades es una evaluación de contexto.

2. Entrante - ¿Por qué va a hacer lo que va a hacer? ¿Cuáles son los recursos que están accesibles para cambio? ¿Cuáles son los medios que se van a usar? Por ejemplo, los diferentes medios instructivos usados en el Programa Título I se dirigen al aspecto entrante de evaluación.

3. Proceso - ¿Qué está ocurriendo mientras se conduce el proyecto? ¿Se están ejecutando los itinerarios (horarios)?

4. Producto - ¿Cuáles son los resultados del proyecto? ¿Cuáles son los impactos que se están demonstrando por el proyecto?

5. Formativo - Colección de información durante el proyecto y la cual permite cambios mientras el proyecto sigue adelante.

6. Sumario - Fijando los resultados o impactos del proyecto.

Debe notarse que evaluación de producto y evaluación formativa son muy semejantes; también evaluación de proceso y evaluación sumaria son esencialmente iguales. Evaluación de proceso y evaluación formativa son las que usan más del tiempo en la evaluación de programas de Título I.

Las Enmiendas Educativas de 1978 requieren que los distritos escolares evaluen los programas de Título I cada tres años, usando normas consistentes, y métodos consistentes de reportar. Tres modelos de evaluación fueron desarrollados por

la Oficina de Educación de los Estados Unidos (USOE) para asegurar que datos evaluativos pudieran ser comparados en una base estatal y nacional:

1. El Modelo de Tipo - Referencia. Un examen de tipo-referencia compara la ejecución de estudiantes de Título I con la ejecución de una muestra de niños a los quienes se les dio el examen para establecer la "norma" o el nivel promedio de ejecución para ese examen. Este modelo usa pre-exámenes y exámenes finales para determinar el grado al cual mejoró la ejecución de los estudiantes de Título I durante su participación en el programa.

2. El Modelo de Comparación Del Grupo. En este modelo, la ejecución de niños en Título I se compara con esa de un grupo semejante de niños que no están recibiendo servicios de Título I. A cada grupo de niños se les da pre-exámenes y exámenes finales y se comparan las marcas de los dos grupos para determinar la diferencia en ejecución entre niños que participaron en el Programa Título I y niños que no participaron.

3. El Modelo de Retrocesión Especial. En este modelo, a un grupo de niños se les da un pre-examen. Servicios de Título I se les provee a los niños que tienen marcas bajo del nivel esperado. Los niños que tienen marcas arriba del nivel esperado se usan como el grupo comparativo. Subsecuentemente, a los dos grupos se les da un examen final. Al usar procedimientos estadísticos llamados el "modelo de retrocesión" se pueden comparar las marcas de los exámenes finales de los dos grupos de niños para determinar cuanto el Programa Título I mejoró las marcas de los estudiantes de Título I más alla del nivel esperado si no hubieran recibido los servicios de Título I.

Los tres modelos son principalmente sumarios en naturaleza y requieren el uso de pre-exámenes y exámenes finales.

LA FUNCIÓN DEL PADRE EN EVALUACIÓN

La Ley Pública 95-561 declara que "Cada agencia educativa local (distrito escolar) le dará a cada concilio consultivo que establezca... la responsabilidad de aconsejarla en el planeamiento, implementación y evaluación de sus programas y proyectos asignados bajo este Título."

El envolvimiento del Concilio en la evaluación del proyecto puede consistir de simplemente revisar los resultados de evaluaciones anteriores de Título I, o puede ser más extenso.

Al contrario de creencia popular, la evaluación no ocurre al final de un proyecto. Debe empezar cuando empieza el proyecto; continuar durante todo el proyecto si se usa evaluación formativa o evaluación de proceso; u ocurrir al principio y al final de una evaluación sumaria o de una evaluación de producto.

Sugerencias Para La Participación En El Proceso de Evaluación:

- Asegúrese que usted, el padre, entiende los procedimientos de evaluación y los resultados.
- Revise con el personal escolar evaluaciones y reportes anteriores.
- Ayude al distrito escolar a interpretar el reporte de evaluación a la comunidad de padres.
- Revise los procedimientos y métodos que se van a usar al hacer la evaluación.
- Dé sus comentarios sobre los planes para y los resultados de la evaluación del progreso de los estudiantes.
- Ayude a determinar los objetivos para el programa.
- Lea la propuesta del proyecto cuidadosamente.
- Observe las clases.
- Participe en sesiones de entrenamiento y talleres sobre Título I.
- Comparta sus ideas y sugerencias para planeamiento del programa, implementación, y evaluación con los maestros, directores, y administradores del programa.
- Observe el trabajo de sus propios niños y discuta el progreso con los maestros.
- Revise cuidadosamente los reportes de evaluación. Busque las fortalezas y flaquezas del programa, conclusiones, y recomendaciones. Aconseje a los administradores del programa sobre la adopción de las recomendaciones.
- Esté al tanto del horario de evaluación de su distrito escolar y planee las actividades del Concilio de acuerdo con el horario.

EVALUACIÓN DEL CONCILIO DE PADRES

El mejor método de evaluar la eficacia de los Concilios de Padres es el observar cuidadosamente la asistencia en la juntas. Un aumento fijo en la asistencia deberá crear un grupo de padres informados y activos al progresar el año. En las siguientes páginas están apuntados los factores que pueden documentarse y que pueden reflejar la eficacia de la estructura del Concilio.

El distrito escolar debe tomar el tiempo para asignarle a una persona u oficina la tarea específica de compilar todos los archivos para la Organización del Concilio Consultivo. Estos archivos deben ser exactos y guardados al corriente todo el tiempo. Deben incluir lo siguiente:

- Documentar las fechas, los lugares, y las horas de las juntas del Comité de Agenda y del Concilio de cada escuela y del distrito.

- Documentar los nombres de los padres, del personal, y del público que estuvieron en asistencia en cada junta.

- Documentar los temas de presentación y los presentadores en cada junta.

- Documentar todos los intereses expresados en cada junta y si y cuando se satisfacieron estos intereses.

- Documentar todas las recomendaciones hechas por cada concilio y la acción tomada sobre cada recomendación.

- Documentar todas las otras funciones que los miembros del concilio iniciaron o en las cuales participaron.

- Documentar los nombres, las fechas, y el tiempo dado voluntariamente por los miembros del concilio en las salas de clase, en comités, etc.

Evaluando Concilios Estatales y Locales de Padres Migrantes

Miembresía

1. ¿Cuántos miembros hay en el Concilio?
2. ¿Cómo fueron selecionados?

3. ¿Son representante de los padres en el distrito o en la escuela?
4. ¿Se envuelven en las actividades del concilio padres que no son miembros?

Juntas

1. ¿Tiene juntas regularmente el concilio?
2. ¿Cuándo? ¿Dónde?
3. ¿Son bien publicadas con anticipación las juntas y están abiertas al público?
4. ¿Tienen la oportunidad de hablar en las juntas padres que no son miembros del concilio?
5. ¿Se les manda a todos los padres las decisiones y/o recomendaciones del concilio?

Entrenamiento

1. ¿Hay un programa de entrenamiento para los miembros del concilio de padres?
2. ¿De que consiste?
3. ¿Tienen los miembros del concilio información básica sobre la estructura organizacional del distrito escolar local?

   ¿Los nombres y números de teléfonos de los administradores?
   ¿El programa básico de estudios en el distrito o en la escuela?
   ¿Programas especiales que están disponibles dentro de la escuela(s)?

Actividades

1. ¿Hay una declaración escrita de las responsabilidades del concilio de padres?
2. ¿Están de acuerdo con esa declaración los administradores y los miembros del concilio?
3. ¿Ha estado envuelto el concilio con las siguientes actividades:

   ¿Identificando las necesidades de los niños en la escuela o en el distrito?
   ¿Estableciendo una lista de prioridades educativas?
   ¿Revisando las proposiciones para programas nuevos?
   ¿Planeando programas nuevos o cambios en programas existentes?
   ¿Revisando los libros y/o exámenes que se están considerando para uso en la escuela(s)?
   ¿Evaluando programas escolares?

4. ¿Envuelve el concilio a otros padres en las actividades de la escuela?
5. ¿Ha establecido el concilio un procedimiento para quejas para los padres?

   ¿Está de acuerdo el director o el superintendente con los procedimientos?

Apoyo

1. ¿Hay fondos disponibles para cubrir los gastos del concilio de padres, tal como dinero para correspondencia, materias, y gastos de oficina?
2. ¿Se hace disponible el espacio para juntas a horas que son convenientes para los padres?
3. ¿Reciben los miembros del concilio la información que necesitan para cumplir con sus responsabilidades?
4. ¿Considera seriamente las recomendaciones del concilio el director (o superintendente)?
5. ¿Hay un miembro del personal escolar que ha sido asignado como oficial de intercomunicación con el concilio?

CONCLUSIÓN: EVALUANDO SU EFICACIA

Periódicamente necesita detenerse y evaluar la eficacia de su concilio. Le hemos proveído con una estructura organizacional que puede ser adaptada facilmente a casi todos los establecimientos escolares locales. Pero que tan bien trabajan nuestras ideas pueden ser fijadas solamente por usted y su concilio.

He aquí unas preguntas para guardar en mente cuando esté evaluando la eficacia de su concilio.

1. ¿Cuál es el propósito de Título I? ¿A quién sirve? ¿Cómo está consolidado? ¿Qué servicios ofrece? ¿Cómo vamos nosotros como padres a estar envueltos en el programa?

2. ¿Vamos a recibir información pertinente de Título I en una base oportuna?

3. ¿Hay un programa eficaz de entrenamiento para nuestro concilio? ¿De qué consiste? ¿Cómo se puede mejorar? ¿Se consideraron nuestras sugerencias en el diseño del programa?

4. ¿Qué tan bien está funcionando nuestro concilio como una unidad? ¿Se sostienen las juntas regularmente, y están bien planeadas, bien asistidas y bien publicadas?

5. ¿Se eligieron los miembros de nuestro concilio según los reglamentos?

6. ¿Qué cosas llevamos a cabo en nuestro concilio de la escuela y del distrito? ¿Se llevaron acabo nuestras metas a tiempo?

7. ¿De qué modos podemos nosotros estar envueltos en el proceso de planeamiento, implementación, y evaluación?

8. ¿Existe una comunicación frecuente, significativa, y honesta entre nuestro concilio y los oficiales de Título I durante el año?

9. ¿Estamos utilizando lo mejor posible los recursos de la comunidad? ¿Estamos utilizando todos los métodos posibles de relaciones con el público?

10. ¿Cuáles son nuestras mayores fortalezas y cómo las podemos usar para beneficio de nuestros hijos?

PARTE 5

EL PROCEDIMIENTO DE LA APLICACIÓN TÍTULO I

¿Qué Es Una Aplicación?

Una aplicación es un documento legal sometido anualmente por el distrito escolar local al Superintendente de Instrucción Pública para aprobación y para recibir dineros para proyectos propuestos del Programa Título I Migrante. Debe incluir una descripción de las necesidades de los niños a quienes se les va a dar servicios, el número de niños a quienes se les va a dar servicios en cada componente del proyecto, un plan de evaluación, un presupuesto detallado y aseguranzas que todos los reglamentos se han satisfecho o serán satisfechos.

¿Cómo Aplica El Distrito Escolar Al Estado Para Una Subvención?

Para recibir una subvención, un distrito escolar debe someter a la Agencia de Educación del Estado una aplicación para el proyecto - para un período de no más de tres años - que sea lo suficientemente detallada como para permitirle a la Agencia de Educación del Estado a determinar si el proyecto propuesto satisface los requisitos de Título I del Acto, todos los reglamentos que le apliquen, y las provisiones del plan estatal del programa anual que ya ha sido aprobado.

¿A Quién Es Sometida La Aplicación?

La aplicación es sometida a la Agencia de Educación del Estado.

¿Cuáles Son Las Provisiones Requeridas En Una Aplicación Para Una Subvención?

Una Agencia de Educación del Estado le requerirá a cada distrito escolar que desea participar en el programa de educación migrante del Estado a que someta la aplicación requerida por 116d.30 de estos reglamentos. En su aplicación el distrito escolar incluirá lo siguiente:

(a) Una descripción del proyecto que se va a llevar acabo por el distrito escolar.

(b) Una explicación de la relación que existe entre el proyecto y el plan anual del programa Estatal.

(c) Los objetivos que se deben alcanzar por cada grupo por nivel.

(d) (1) El número calculado de niños migratorios quienes son elegibles viviendo en la area que va a ser servida por el proyecto y el número calculado de estos niños quienes serán servidos.

(2) Si el distrito escolar propuso proveer servicios del programa de educación migrante - además de la identificación y reclutamiento de niños y la trasferencia de archivos - a menos niños migratorios quienes son elegibles que el número de estos niños elegibles viviendo en la area, el distrito escolar explicará el por que.

(e) Una descripción de cada servicio que va a ser proveído y su gasto calculado.

(f) Las clases y número de personal que se va a emplear.

(g) Una descripción de como el distrito escolar va a cumplir con 116d.55 de estos reglamentos respecto al envolvimiento de padres, incluyendo como los miembros de su concilio de padres serán seleccionados.

(h) Una descripción de como el distrito escolar se coordinará con otras agencias - de acuerdo con sección 124(f)(1) de Título I del Acto.

(i) Una descripción de como el distrito escolar asegura que ningún niño migratorio elegible será prevenido de beneficiar totalmente de los servicios del proyecto porque él o ella no habla inglés o porque tiene capacidad limitada en el idioma inglés.

(j) Cualesquier otra información pertinente requerida por la Agencia de Educación del Estado.

¿Quién Diseña Una Aplicación Para Un Programa de Título I Del Distrito Escolar?

Los oficiales del distrito escolar y el Concilio de Padres son responsables por el diseño de la aplicación de Título I.

¿Cuánto Tiempo Tienen Los Miembros Del Concilio De Padres Para Ver El Programa Nuevo Propuesto Antes De Su Aceptación Final?

Los miembros del Concilio de Padres tienen un mes para ver el programa nuevo propuesto antes de su aceptación final.

¿Quién Es La Persona Con Quien Ponerse En Contacto En Un Distrito Escolar Tocante Título I?

El Coordinador (Director) Federal.

¿Quién Aprueba La Aplicación Final De Título I?

La agencia educacional estatal tiene esta responsabilidad.

¿Cuál Es La Fecha Efectiva De Una Aplicación Aprobada?

La fecha en la cual fue sometida la aplicación por el distrito escolar si la fecha es después de que el dinero se hace disponible, pero en ningún caso puede ser antes del principio del año fiscal (1° de julio) en el cual se autorizó el dinero.

¿Se Puede Desaprobar Una Aplicación?

Sí, si la agencia educacional estatal no esta de acuerdo con la información contenida para el uso del dinero. Se sostiene una averiguación sobre este punto y la aplicación puede ser desaprobada.

¿Qué Significa El Término Distribución?

Una distribución es la cantidad de dinero realmente asignado para un estado o para un distrito escolar bajo Título I.

¿Cuánto Tiempo Puede Ser Efectiva Una Aplicación Para Recibir Fondos?

Un distrito escolar tiene que hacer una aplicación anual.

PRESUPUESTO

¿Qué Es Un Presupuesto?

Un presupuesto demuestra como usted planea usar sus dineros y pone esos fondos en categorias identificadas.

¿Cuál Es El Mayor Gasto Del Dinero De Título I?

Los sueldos de los profesionales y no profesionales consumen la mayoría del dinero.

¿Qué Es Una Concesión Categórica?

Dinero que debe usarse para un propósito específico. Título I es una concesión categórica y debe usarse para proveer servicios a niños educacionalmente despojados.

¿Cómo Se Determina Una Concesión Categórica del Acto de Educación Elementaria y Secundaria (E.S.E.A.)?

Ésto se determina por una formula que cuenta a niños en cuatro categorias-número de niños de baja entrada de dinero, niños de familias con dependientes que reciben ayuda (AFDC), niños migrantes o de crianza, y niños desatendidos y delincuentes.

¿Cuántas Veces Se Puede Revisar El Presupuesto?

No hay ningún límite numérico para el número de revisiones que se pueden hacer.

TEXAS EDUCATION AGENCY
Division of Migrant Education

District Name _____ County-District Number _____

Application for ESEA Title I Migrant Funds

☐ Second Year of Two-Year Application, Fiscal Year 1982
☐ First Year Application, Fiscal Year 1982

EJEMPLO

SECTION A:

1. _____ Name of Contact Person
2. _____ Title of Contact Person
3. _____ Area Code-Telephone Number
4. _____ Mailing Address
5. _____ City, State, and Zip Code
6. _____ Name of entity or person assisting in the preparation of this report

State Project Number TEA Use Only
ESC Region Number

Is this a Title I Migrant cooperative project? ☐ Yes ☐ No

If yes, complete all information in certification for cooperative projects page 1a.

CERTIFICATION

I certify the comparability of services with respect to ESEA Title I Migrant project areas will be maintained for Fiscal Year 1982.

I further agree that funds will be used as stipulated in the application and attachments thereto and use of funds other than in the manner authorized by this agreement may be construed as misuses and result in the reclaiming of these funds.

I certify that this local education agency School Board of Trustees has been involved in planning the Title I Migrant program and will be involved in the evaluation thereof.

I do hereby certify that all information contained in this application and attachments thereto is true and correct, and the local education agency named above has authorized me as its representative.

Typed Name of Authorized School Official _____ Signature of Authorized School Official _____ Date of Signature _____

RETURN ORIGINAL AND 2 COPIES TO:
Texas Education Agency
Document Control Center
201 East 11th Street
Austin, Texas 78701

PLEASE READ AND FOLLOW ALL INSTRUCTIONS FOR PREPARING THIS APPLICATION

BEST COPY AVAILABLE
PFM-073R82

District Name

County-District Number

EJEMPLO

SECTION C: FISCAL INFORMATION

BUDGET

Application For FY 1982 ESEA Title I Migrant Funds

ENTER DOLLAR AMOUNTS ONLY

(1)	(2)	(3)	(4)
Line No.	Description	679 C/Obj. Code	1981-82 ESEA I Migrant
01	Payroll Costs	6100	$
02	Purchased and Contracted Services	6200	
03	Supplies and Materials	6300	
04	Other Operating Expenses	6400	
05	Capital Outlay-Construction	6620	
06	Capital Outlay-Equipment	6630	
07	TOTAL DIRECT COST (Sum of Lines 1 through 6)		$
	FOR TEA USE ONLY Do Not Complete Lines 8 and 9		
08	TOTAL INDIRECT COST (%)		
09	TOTAL BUDGET (Line 7 plus Line 8)		

APPLICATION FOR FY 1981 ESEA TITLE I MIGRANT FUNDS

Only six line item Class/Object Codes will be used in the financial budget. Dollar amounts submitted for the Class/Object Codes involved will not be broken down under budget Functions for the purpose of approval of funds. However, each district is required to maintain records of all Title I Migrant expenditures by budget Functions, Class/Object Codes, and year of entitlement (appropriation) in accordance with the provisions of TEA Financial Accounting Manual, Bulletin 679.

Backup data to the financial budget must be provided in two forms—in supporting schedules for Class/Object Codes 6100 and 6630 and in budget descriptions for Class/Object Codes 6200, 6300, and 6400. For Class/Object Code 6100, Supporting Schedule, Total Migrant Personnel Positions, will summarize all Title I Migrant personnel positions. For Class/Object Code 6630, the Supporting Schedule for Equipment, page 6 will be required. The budget description, as illustrated in the example format on page 6 of the Instructions, must be submitted for Class/Object Codes 6200, 6300 and 6400. Indirect cost will be computed and entered on line 8 by TEA after the 1981-82 (FY 1982) indirect cost rates become available.

Do not budget more funds in any Class/Object category than the program activity, number of children to be served and personnel positions will justify.

Please do not enter any zeros (.00) for cents in the budgetary entries. Use dollar amounts only.

Date Submitted _____

216 BEST COPY AVAILABLE

District Name

County-District Number

ENTER DOLLAR AMOUNTS ONLY

SCHEDULE B: BUDGET DESCRIPTION, CLASS/OBJECT CODE 6200
Purchased and Contracted Services

EJEMPLO . . .

SCHEDULE C: BUDGET DESCRIPTION, CLASS/OBJECT CODE 6300
Supplies and Materials

NOTE: Supplies and materials purchased with Migrant funds will be used exclusively for eligible migrant students.

SCHEDULE D: BUDGET DESCRIPTION, CLASS/OBJECT CODE 6400
Other Operating Expenses

Date Submitted_____

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District Name

County-District Number

EJEMPLO

SECTION D:
MAINTENANCE OF EFFORT FOR ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I MIGRANT

Enter Auditable Data for Years Indicated

			(1) 1978-79	(2) 1979-80
①	Refined Average Daily Attendance			
	Expenditure Classification	Function	Expenditures Actual	Expenditures Actual
②	Instructional Service	11	$	$
③	Instructional Related Service	21		
④	Instructional Resources and Media Services	22		
⑤	School Administration	23		
⑥	Instructional Research and Development	24		
⑦	Curriculum and Personnel Development	25		
⑧	Communication and Dissemination	26		
⑨	Pupil Services	31		
⑩	Attendance & Social Work Services	32		
⑪	Health Services	33		
⑫	Pupil Transportation (Reg.)	34		
⑬	Pupil Transportation Exc. Child	35		
⑭	Co-Curricular Activities	36		
⑮	Food Services	37		
⑯	General Administration	41		
⑰	Plant Maintenance & Operation	51		
⑱	Data Processing Services (Normally used by ESC's)	70		
⑲	TOTAL LINES 2 through 18		$	$
⑳	Average Per Pupil Expenditure (Line 19 divided by Line 1)		$	$

*For Functions 36 and 37, report Class/Object Code expenditures 6458 only. Report Class/Object expenditures for 6100, 6210, 6250, 6260, 6270, 6280, 6290, 6300, and 6400 for all functions except 36 and 37. Do not include Class/Object Code expenditures for 6220, 6230, 6240, 6500, and 6600.

Ancillary Services, Function 81, are not to be included in computing local effort.

Public Law 95-561 (Section 126) requires that the LEA maintain effort on either a per pupil expenditure basis or an aggregate expenditure basis. In any case where there is a decrease in both the above per pupil expenditure and aggregate expenditure, and exceptional circumstances exist with respect to the LEA, the U.S. Commissioner may waive such requirement for one fiscal year only if he determines such waiver to be equitable In order to reflect such circumstances, including those resulting from decreasing enrollments or fiscal resources of the LEA. Each of the above line item Functions which reflect a decrease in expenditures must be explained and the exceptional circumstances must be specifically detailed to support the waiver request. In any case in which a waiver is granted, the U.S. Commissioner shall reduce the amount of the Federal payment (in ESEA Title I funds) for the current fiscal year in the exact proportion to which the fiscal effort per student or amount expended was less than 100% for the second preceding fiscal year.

In cases where an LEA is not in compliance with the above maintenance of effort requirements, a letter of justification for non compliance must be submitted by the superintendent of such LEA to:

Texas Education Agency
Document Control Center
201 East 11th Street
Austin, Texas 78701

Final approval of the amendment submitted by the LEA will be contingent upon receipt of a waiver from the U.S. Commissioner.

Date Submitted _____

218 BEST COPY AVAILABLE

District Name _____ County District Number _____

SECTION H: TITLE I PARENT ADVISORY COUNCILS FOR THE SCHOOL YEAR 1980-82

EJEMPLO

The district will have a:

☐ combined Title I Regular and Title I Migrant PAC – All of Item 1 applies.
☐ separate Title I Migrant PAC – Asterisk (*) indicates applicable paragraphs.

ITEM 1: The following actions have been or will be taken to establish and work with Title I Parent Advisory Councils (PAC) in accordance with Sections 125 and 142 of Public Law 95-561, November 1978, during the school year in the _____ School District:

* A. The LEA has established a PAC for the entire school district which –
   (1) Has a majority of members who are parents of children to be served by programs in this application, including parents of children living in eligible Title I project attendance areas and enrolled in private schools;
   (2) Is composed of members elected by the parents in each district; and
   (3) Includes representatives of children and schools eligible to be served by, but not currently participating in, programs assisted with Title I (Regular and/or Migrant) funds.

B. The LEA has established a PAC for each campus in which 75 or more students are to be served by a Title I Regular and/or Title I Migrant program or project which –
   (1) Has a majority of members who are parents of children to be served under Title I;
   (2) Is composed of members elected by the parents in each project (campus) area;
   (3) Is composed of not less than eight (8) members who will serve for terms of two years and be eligible for re-election;
   (4) Will elect officers of the school PAC after it has been fully constituted; and
   (5) Will meet _____ (fill in number) times per year, according to a schedule and at locations to be determined by each school PAC. The first meeting during the school year will take place no later than the end of the second month of the school year.

C. A campus wherein more than 40 but less than 75 students will be served under Title I Regular and/or Migrant, the LEA has established a PAC for each such campus which:
   (1) Has a majority of members who are parents of children to be served under Title I; and
   (2) Is composed of members elected by the parents of each project area.

D. A campus PAC is not required for any campus being served with Title I in which not more than one full-time equivalent Title I staff member will be assigned and in which not more than 40 students participate in the Title I Regular and/or Migrant program.

* E. Each district-wide PAC and upon request each member will be provided without charge a copy of the migrant education statute and all applicable Federal and State regulations or guidelines.

* F. The district-wide PAC will be provided without charge any report resulting from Federal and State auditing, monitoring, or evaluation of the State program or the local project whichever applies.

* G. Each PAC will be provided with the district's current Title I (Regular and/or Migrant) application and other information and documents as may be needed for the effective involvement of each PAC in the planning, implementation, operation and evaluation of the project under Title I.

H. Procedures have been or will be developed to enable each PAC to coordinate its functions and recommendations to the local education agency with those of other PACs in the district.

* I. Each PAC has had adequate opportunity to consider information available concerning the special educational needs of the educationally deprived children residing in the Title I (Regular and/or Migrant) project areas, and the various programs available to meet those needs, and to make recommendations concerning those needs which should be addressed through the Title I program and similar programs.

* J. Parents of children to be served have had opportunity to present their views concerning the Title I (Regular and/or Migrant) application to the appropriate school PAC, and each PAC has had opportunity to submit its comments to the local education agency for consideration in determining whether or not the application shall be approved and submitted to the Texas Education Agency.

Date Submitted _____

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District Name _____ County-District Number _____

EJEMPLO

ITEM 2: Identify the district-wide PAC and campus PACs and the number of members for each PAC as designated.

PAC Identification	Total PAC Membership	How Many of the Total PAC Membership are Parents of Children to be Served Under Title I in		
		Title I Regular Programs	Title I Migrant Programs	Non Public School(s)
District-Wide PAC*				
School District				
Campus PAC's				

LEAs with both Regular and Migrant Title I programs may form one district-wide PAC and one PAC for each participating campus attendance area if parents of both Migrant and non-Migrant children to be served under Title I have membership on each PAC concerned in the same general ratio as the number of children to be served under Title I Regular and under Title I Migrant in the district. In such case a xerox copy of the signed original of this PAC data, to include the name, address and function of the members of the district-wide PAC, and of the description of the PAC training program, will suffice for inclusion in either the Title I Regular or the Title I Migrant application with the original being in the other application. If the district will have separate PACs for Title I Regular and for Title I Migrant, the applicable signed original of this data, to include the name, address and function of the members of the district-wide PAC, and a copy of the description of the PAC training program must be included in each application, using the format which follows.

ITEM 3: Describe how the membership of the PAC will be elected:

- ☐ at district-wide meetings
- ☐ at campus meetings
- ☐ at area meetings
- ☐ during the peak enrollment period of currently migratory children
- ☐ by election in the first PAC meeting of the school year
- ☐ by electing _____ (1, 2, etc.) member(s) per campus
- ☐ at scheduled meetings in the local community
- ☐ other (specify).

Date Submitted _____

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District Name _____ County-District Number _____

EJEMPLO

DISTRICTWIDE
PAC MEMBERSHIP

NO.	NAME	ADDRESS/PHONE	PARENTS *	MIGRANT STATUS OF CHILD(REN)**		LEVEL(S) CHILD(REN) ENROLLED IN**			
				Current	Former	PK	ELEM	JH	HS

*Specify Title I Regular Parent or Title I Migrant Parent or give position if not parent.
**Check appropriate box(es).

The training program to be provided for the PAC will include a minimum of _____ training sessions to address the following topics.

- ☐ Parliamentary procedures
- ☐ Explanation of laws and regulations
- ☐ The role of the Parent Advisory Council
- ☐ Review of components for the school year
- ☐ Migrant Student Record Transfer System (MSRTS)
- ☐ Review of services given in program components to date
- ☐ Review/discuss evaluation results of prior years
- ☐ Review of Migrant application for possible modifications
- ☐ Other (specify):

This program has or will be planned in consultation with members of the PACs. Each member of each PAC will be provided with appropriat training material. It is understood that Title I funds may be budgeted for expenses associated with this training, including expenses associated with the attendance of PAC members at training sessions.

I do hereby certify that the district-wide Parent Advisory Council and the Parent Advisory Council for each school served by ESEA Title I (Regular and/or Migrant) have been established and will be implemented in accordance with the above stated provisions and applicable regulations.

_____ _____
Typed Name of Superintendent Signature of Superintendent

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Date Submitted _____

District Name | County-District Number

SECTION E: PROGRAM PLAN

EJEMPLO

Title of Component

ITEM 1: COMPONENT OVERVIEW

COMPONENT ITEMS	Proposed Expenditures (7)
Testing	$ 1000.
Administrative	3000.
Materials	3500.
Capital Outlay	330.
Travel	1000.
Staff Development	-0-
Other (Specify)	121,832.

* 6 sets earphones @ $55.00/ea.

Personnel Data

Campus to Which Assigned	Position No.	Position Title	% of Time Employed for This Component	No. of Students to be served in This Component	Maximum Size of Instructional Groups	
(1)	(2)	(3)	(4)	(5) 60-75	(6)	
Buckner	1	Teacher	100%	84	12	
Doedyns	1	Teacher	100%	84	12	
Ford	1	Teacher	100%	84	12	
Farias	1	Teacher	100%	84	12	
Garza-Pena	1	Teacher	100%	84	12	
Whitney	1	Teacher	100%	84	12	
Buckner	1	Teacher aide	100%	* 84	12	
Doedyns	1	Teacher aide	100%	* 84	12	
Ford	1	Teacher aide	100%	* 84	12	
Farias	1	Teacher aide	100%	* 84	12	
TOTALS						$ 130,662.

* 1 each for 6 math teachers

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District Name

County-District Number

Title of Component

ITEM 5: OBJECTIVE(S): Upon termination of the 1979-80 school term, the migrant students in the Migrant Mathematics Program will demonstrate pre to post test gains as measured by the appropriate sub test of the Stanford Achievement Test, or comparable test, according to the following schedule:

ITEM 6: HOW activities are supplementary to the foundation program: Eligible migrant students in grades 4-6 will be scheduled in groups of 5-12 to receive 45 minutes of mathematics instruction in a Migrant Mathematics Lab in addition to the mathematics period in the regular classroom. In each of the six Migrant Math Labs a migrant funded teacher and aide will provide this supplementary assistance to migrant students eligible to be served under T-I Migrant.

ITEM 7: Activities to Attain the Stated Objective(s)	ITEM 8: Evaluation
Eligible migrant students will be admitted into the Migrant Mathematics Program using the following basis to ensure serving those students with the greatest need first: 1) a mathematics instructional level one or more years below the student's potential as measured by a teacher-made informal math inventory; 2) achievement test mathematics scores that are one or more years below grade level; and/or, 3) classroom and math teachers' opinion that a child is below grade level in mathematics after the child has attended school two or more weeks. A teacher-made informal math inventory will be administered to each participant to help determine appropriate instructional level. A commercially prepared diagnostic Mathematics Test, may be used to help determine each student's individual prescription which will be implemented and maintained. A participant may be phased out of the program in order to serve other migrant children with greater needs if he achieves at least 80% correct scores on all parts of the appropriate grade level test, and/or the classroom and math teachers determine that he should be phased out based on the best interests of the students involved. To insure systematic skill development, spiral teaching will take the student through the mathematics concepts with the sets of numbers appropriate to the student's instructional level. Individual student's progress charts will be kept on file in the classroom to record those skills mastered and those skills yet to be achieved.	September 1979: Eligible migrant participants will be selected Informal Math inventories will be administered to the participants to determine instructional levels. Diagnostic testing will begin. Both tests' results will be recorded on individual student profiles. (on-going process) Testing materials for achievement pre-testing will be ordered. Instructional materials and equipment will be ordered. Inservice for the migrant math teachers and/or aides will be held. Locally devised evaluation checklists will be completed by the participants. These will be analyzed by the Migrant Evaluator. October 1979: Pre-testing with the Stanford Achievement Test Math Battery will be administered. Progress Reports on the migrant participants in this program will be collected by the Migrant Evaluator for tabulation. These reports contain names, entry and withdrawal dates.

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District Nam.

County-District Number

Title of Component

ITEM 5: OBJECTIVE(S):

ITEM 6: HOW activities are supplementary to the foundation program:

ITEM 7: Activities to Attain the Stated Objective(s)	ITEM 8: Evaluation
	Limitations on this evaluation design are those inherent in using commercially-prepared tests and, more importantly, in the fact that much of the LEA's migrant population is not enrolled in our district for both pre and post testing with the S.A.T.. This makes it difficult to measure the gains for many participants.

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District Name

County-District Number

EJEMPLO

Title of Component

ITEM 2: ADDENDUM TO THE ANNUAL EVALUATION REPORT
(Not applicable to new components)

Complete this form for each component funded

Part A: List and describe the factors which contributed to the effectiveness of this component. (15 points)

1. Children are elgible to receive 45 additional minutes of mathematics instruct
2. Migrant math teachers and the minimum foundation teacher confer on a regular basis as to the needs of the student
3. Students with the greatest need are served first
4. Administration of a informal math inventory to determine instructional and placement levels
5. The use of a teacher-aide to help in the preparation of instructional materia and to work with individual students and in small group instruction
6. The use of the McCormick-Mathers Math Kit for continuous diagnosing and presc bing of students needs
7. In-service training of both the teacher and teacher-aide in individualized instruction, diagnosing techniques, and preparation of materials such as lear ing centers, learning-packets, and games by local consultants and from the Education Service Center
8. Title I Migrant Coordinator conferring with staff members to evaluate progra

Part B: List and describe the factors which reduced the effectiveness of this component. (15 points)

1. Inadequate facilities for the individualizing of instruction - classroom not available at the beginning of the school year
2. Migrant students arrive late in the school year and leave early
3. Many migrant students do not see the importance of attending school thus they do not attend school on a regular basis
4. In many of the migrant homes no study facilities are available
5. Many migrant families do not support the educational endeavors of their sons and daughters
6. Many migrants have poor self-concepts of themselves consequently they do poo in school
7. Many migrants need clothing and medical services before they can attend scho
8. The objective for the component was only met by 56.33% of migrant students involved in the program *

* Annual Migrant Evaluation Report - 1977-1978, Reading Component

Part C: Describe modifications made in the component based on the findings in Parts I and II. (45 points)

1. The LEA will provide adequate space for better instructional facilities
2. The purchase of up to date mathematical material
3. More inservice for the math teachers will be available using math consultants from the local education inservice center
4. A clothing component will be provided to help migrant students who need clot assistance
5. The school counselor will work with migrant students on a group and individua basis to enhance the self concept of the migrant students
6. More correlation of instructional efforts between the math resource teacher a classroom teacher on specific needs of the migrant students

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District Name

County District Number

EJEMPLO

Title of Component

ITEM 4: NEEDS ASSESSMENT NARRATIVE

In the Spring of 1978, several thousand students in Texas were tested in reading and mathematics, and results were compared to those of students in the nation. The findings of the analysis are significant as they apply to our LEA's student population, especially migrants.

The report found that children from low-income families performed significantly lower than those from families with average or better incomes. The LEA's majority of students are from economically disadvantaged families.

The report found that the greatest differences in achievement were among the three ethnic groups: Mexican-Americans, blacks, and other (mostly whites). The results showed both the Mexican-Americans and blacks scored significantly lower than the other students, with the Mexican-Americans showing a very slight percentage over the blacks. The LEA's population is over 90% Mexican American, with the migrant population being about 100% Mexican-American.

The report also found that students from regions with a small percentage of ethnic minority students fared better than students from regions having a large percentage of ethnic minority students. Region I, in which our LEA is located, has the highest percentage of ethnic minority students, 90% Mexican-Americans.

The report determined certain factors conducive to higher performance: moderate viewing of television, doing homework, having parents with high educational achievement and high educational aspirations, and speaking English predominantly in the home. For many of the LEA's migrant population, the converse of these factors holds true. They come from homes, many in the "barrios," where the television is the only source of entertainment; facilities for studying are minimal; parents have little, if any, education; and Spanish is the predominant language spoken. These homes sometimes do not have even the basic necessities.

That report led the State Board of Education, again, to prioritize reading as the number one problem to be addressed by education in Texas, as it continues to be nationally. In our district, achievement test reading/language scores average lower than the national scores, and our migrant students' average is even lower than those of our non-migrants. These facts, strengthened by the findings of the State's Report on reading and mathematics, identify reading as a major problem that warrants immediate and intensive attention. Thus, the LEA continues to make reading/language the number one priority, also.

The State's Report on reading and mathematics further strengthen the needs identified by the LEA. Scores on the Stanford Achievement Test, Mathematics Battery, show the LEA's students average below the national norms. The LEA's migrant student's on the average, score even lower than the non-migrants. Parents, teachers, and administrators agree on the importance of a sound mathematics education. Therefore, the LEA ranks mathematics a top priority, next only to reading, just as it continues to be with the State Board of Educationa and National level priorities.

To determine this need, a survey was completed by the LEA's personnel. On this survey, teachers identified all migrants in their classrooms and determined

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District Name

County-District Number

Title of Component

ITEM 3: NEEDS ASSESSMENT CHART
(Instructional Components Only)

Measurement Instrument and Date Administered

1. Stanford Achievement Test -
2. Math Battery - 10/78;
3. Teacher Observation
4. Continuous

Campus	Grade	Number of Migrant Students Assessed	Performance Level: Migrant Students	Performance Level: Other Students in District	Comparision (4A-4B = 5)	Estimated Number of Migrant Students ** To Be Served	Priority
(1)	(2)	(3)	(4A)	(4B)	(5)	(6)	(7)
Buckner Elementary (4-6)	4	15	4.0 +	3.5	+ .5	17	3
		43	3.0 - 3.9		- .5	45	2
		19	2.0 - 2.9		-1.5	21	1
		1	1.0 - 1.9		-2.5	3	1
		1	Below Grade	Level *			1
	5	32	5.0 +	4.5	+ .5	25	2
		38	4.0 - 4.9		- .5	30	1
		38	3.0 - 3.9		-1.5	30	1
		8	2.0 - 2.9		-2.5	7	1
		4	Below Grade	Level *			1
	6	16	6.0 +	5.1	+ .9	24	2
		27	5.0 - 5.9		- .1	39	2
		21	4.0 - 4.9		-1.1	30	1
		21	3.0 - 3.9		-2.1	34	1
		1	Below Grade	Level *			1
Doedyns Elementary (4-6)	4	23	4.0 +	3.8	+ .2	13	2
		17	3.0 - 3.9		- .8	12	1
		13	2.0 - 2.9		-1.8	11	1
		3	1.0 - 1.9		-2.8	2	1
		4	Below Grade	Level *			1

* Based on teacher's observation no SAT scores were available

** These numbers may be greater than those of students assessed (col. 3) because many migrants were not yet enrolled at the time of assessment. The numbers for each interval [illegible]

BEST COPY AVAILABLE

ELEMENTARY

PARTE 6

ACTIVIDADES Y MATERIAS

LISTA DE VISITACIÓN PARA LOS PADRES

(El instrumento incluído en este folleto debe ser revisado para satisfacer las necesidades y preferencias locales.)

I. CLASE DE PERSONAL OBSERVADO:

_____1. Ayudante _____2. Maestro _____3. Tutor-Maestro

II. ACTIVIDAD INSTRUCCIONAL

_____1. Escuchando la Lectura

_____2. Reforzando Actividades de Enseñanza

_____3. Leyéndole al Niño

_____4. Actividades No-Instruccionales

_____5. Corrigiendo con los Niños

_____6. Consultando con el Personal

_____7. Lectura Callada

_____8. Actividades de Enseñanza Que Están a la Disposición de los Niños

_____9. Otras Actividades _____

III. IDIOMA USADO PARA PRESENTAR ESTA INSTRUCCIÓN: _____

IV. MATERIA INSTRUCCIONAL OBSERVADA:

_____1. Lectura _____2. Lenguaje _____3. Arte _____4. Historia

_____5. Sciencia _____6. Matemática _____7. Música

_____8. Inglés Como El Segundo Idioma

V. EQUIPAJE Y MATERIAS INSTRUCCIONAL EN USO:

_____1. Grabadora

_____2. Libro de Lectura

_____3. Hojas/Libros de Ejercios Escritos

_____4. Conversación

_____5. Estación Para Escuchar

_____6. Retratos

_____7. Libros de Lectura Recreacionales

_____8. Estuches de Enseñanza Individualizada (Especifique)

_____9. Otras Materias/Equipaje (Especifique)

1. Los maestros y los ayudantes están proveyéndole información a estudiantes individualmente y/o en grupos chicos.

Sí ( ) No ( )

2. Cada niño está recibiendo instrucción o está trabajando en una tarea.

Sí ( ) No ( )

3. Hay materias que los niños pueden usar después que han terminado sus tareas (libros, juegos instruccionales).

Sí ( ) No ( )

4. Cada niño tiene una silla y un lugar para hacer su trabajo.

Sí ( ) No ( )

5. Los niños parecen estar disfrutando de la actividad instruccional que está tomando lugar.

Sí ( ) No ( )

6. Si una actividad de grupo está tomando lugar, ¿se les está animando a todos los niños a participar?

Sí ( ) No ( )

7. El ambiente es atractivo y conducente al estímulo de los estudiantes (ésto no incluye cosas que están fuera del control de los maestros, por ejemplo, tubería descubierta en las salas de clase sostenidas en el sótano de unos edificios viejos).

Sí ( ) No ( )

Si la respuesta es "no", ¿qué sugerencias se pueden hacer?

_____

_____

_____

8. Las tareas de los estudiantes son revisadas por el maestro y/o el ayudante al terminarse.

Sí ( ) No ( )

9. Los niños parecen entender el idioma usado por el maestro.

Sí ( ) No ( )

Muestra de un Cuestionario Para Padres en el Desarrollamiento de un Programa de Entrenamiento

Favor de marcar las areas sobre las cuales le gustaría tener más información:

_____ ¿Qué es Título I?

_____ ¿Cómo puedo yo ayudar a desarrollar la habilidad de leer en mis niños?

_____ ¿Cómo puedo yo instruir a mi niño?

_____ ¿Qué es lenguaje oral?

_____ ¿Cómo se puede enseñar la matemática en el hogar?

_____ ¿Cómo pueden los padres enriquecer la educación de sus niños?

_____ ¿Cómo pueden los padres que trabajan usar su tiempo efectivamente?

_____ ¿Qué es la función del papá en la educación?

_____ ¿Cómo puedo hallar y usar los recursos de la comunidad?

_____ ¿Cuánta influencia tiene la televisión en los niños?

_____ ¿Qué debo preguntarle a una maestra?

_____ ¿Cómo puedo entender el reporte de calificaciones?

_____ ¿Cómo leyo una aplicación?

_____ ¿Cuáles son los procedimientos de evaluación del programa?

_____ ¿Qué es un fijamiento de necesidades?

_____ ¿Cómo puedo conducir y participar en una junta?

_____ ¿Qué es un "examen basado sobre ciertas competencias"?

UNA HOJA DE TAREA

Instrucciones: Aparée el término con su significado:

_____1.	Aplicación	a.	Añadir
_____2.	Revisar	b.	Significa el haber seguido todos los reglamentos
_____3.	Acto de Educación Elementaria y Secundaria de Título I	c.	Un estudio de los problemas educacionales de un niño
_____4.	Programa	d.	Documento legal que somete el distrito escolar
_____5.	De Acuerdo Con	e.	Reglamentos para Título I
_____6.	Fijamiento de Necesidades	f.	La ayuda federal más grande al programa de educación
_____7.	Reglamento	g.	Asegurando que se han seguido todos los reglamentos federales y estatales
_____8.	Niño Migrante	h.	Uso limitado de dinero Título 1 a aquellos con la mayor necesidad
_____9.	Servicios de Sostenimiento	i.	Todos los proyectos en un distrito escolar
____10.	Asistencia Diaria Promedia	j.	Un niño que cruza las lineas del distrito escolar al ir con su familia a los trabajos de agricultura
____11.	Concentración	k.	Actividades no instruccionales necesitadas para lograr las metas educacionales del programa
____12.	Suplementar	l.	El promedio del número de niños en la escuela diariamente
____13.	Visita al Sitio	m.	Remplazar o usarse en lugar de
____14.	Agencia de educación local	n.	Servicios tales como cuidado medico y dental, transportación, y guianza
____15.	Agencia de educación del estado	o.	Añadirle a los servicios además de aquellos requeridos
____16.	Suplantar	p.	Se refiere a la oficina responsable de inspeccionar la educación pública en el estado
____17.	Suplementar	q.	Los reglamentos para programas federales
____18.	Servicios de sostenimiento	r.	Un viaje al sitio del proyecto para revisar o proveer asistencia
		s.	Una mesa directiva u otra autoridad legal que tiene control administrativo sobre la educación pública en un distrito escolar

PRUEBA

PARA

MIEMBROS DEL CONCILIO DE PADRES MIGRANTES

Ponga un círculo alrededor de la(s) letra(s) que representa(n) la mejor respuesta para cada frase:

1. ¿Qué significa PAC?
   A. Padres concernidos
   B. Comité de actividades de padres
   C. Concilio consejero de padres

2. ¿Qué es el programa Título I de educación migrante?
   A. Programa para educadores
   B. Proyecto para padres migrantes
   C. Programa estatal con fondos federales diseñado para satisfacer las necesidades especiales educacionales de niños migrantes elegibles

3. ¿Cuáles son los derechos de los estudiantes en el Programa?
   A. Un programa de calidad que satisface sus necesidades educacionales
   B. Un maestro privado
   C. Servicios médicos y dentales gratuitos

4. ¿Cómo pueden participar padres individuales?
   A. Esté informado del progreso de la educación de su niño
   B. Trabaje con su niño y la maestra para ayudar a su niño a hacer bien en la escuela
   C. Participe en el planeamiento, operación y evaluación del programa de educación migrante en su distrito
   D. Todas estas respuestas

5. El Concilio de Padres deberá reunirse
   A. De vez en cuando
   B. Regularmente durante el año
   C. Una vez al año

6. La mayoría de los miembros del Concilio de Padres de Título I Migrante
   A. Deberán ser personas que conocen las necesidades de los migrantes
   B. Deben ser los padres de niños que están recibiendo servicios del programa Título I Migrante
   C. Deben ser los padres de los niños en la escuela

7. Los miembros del Concilio de Padres de Título I Migrante
   A. Son designados
   B. Son elegidos
   C. Son voluntarios

8. La escuela
   A. Debe proveer entrenamiento para el PAC
   B. Puede proveer entrenamiento para el PAC
   C. No tiene que proveer entrenamiento para el PAC

9. El entrenamiento para el PAC
   A. Es planeado por la escuela
   B. Es planeado por la escuela en unión con los padres.
   C. Es una broma, no hay entrenamiento

10. El entrenamiento para el PAC de Título I Migrante
   A. Es muy caro, así que no tendremos nada
   B. Se puede pagar con dineros de Título I Migrante
   C. Debe ser pagado por los padres

11. ¿Qué son los derechos que tienen los miembros del PAC?
   A. Copias gratuitas de la aplicación local, leyes federales y estatales, y los reglamentos que gobiernan el programa migrante
   B. Copias gratuitas de las pólizas de la mesa directiva del distrito escolar
   C. Ocupar y desocupar el personal del proyecto migrante

12. ¿Qué debe hacer el PAC?
   A. Ayudarle a la escuela a mejorar su programa educacional para niños migrantes
   B. Proveer sostenimiento monetario para candidatos estatales y locales para puesto político
   C. Ocupar personal migrante

13. Los miembros del PAC deben ser informados de lo siguiente:
   A. Procedimientos para quejas
   B. Oportunidades para entrenamiento
   C. Las responsabilidades consejeras del PAC
   D. Todas estas cosas

14. El factor más crítico en proveerle educación a niños migrantes es:
    A. Falta de dinero
    B. Personal inadecuado
    C. Manteniendo continuidad instruccional

15. ¿Cuál es el primer paso que se debe tomar en la organización de un concilio consejero de padres?
    A. Seleccionar los oficiales
    B. Escoger el lugar y la fecha para la junta
    C. La primera sesión de planeamiento

16. El segundo paso que se debe tomar en la organización de un concilio consejero de padres es:
    A. Organizar la transportación para los padres
    B. La junta de orientación
    C. Identificar las escuelas

17. Las técnicas para conducir una junta del concilio incluyen:
    A. Principiar la junta a tiempo
    B. Tener una agenda preparada
    C. Estar al tanto de incrementos emocionales
    D. Todas estas cosas

18. Los reglamentos organizacionales son:
    A. Las reglas de operación para su grupo
    B. Reglamentos federales
    C. Guias estatales

19. Los oficiales del concilio deberán incluir:
    A. El Encabezado
    B. La Secretaria
    C. El Vicepresidente
    D. Todos estos

20. Los archivos que deben ser guardados por el concilio son:
    A. Las minutas de las juntas del PAC
    B. Eventos sociales
    C. Las minutas de las juntas de la mesa directiva del distrito

Actividades Para Conocernos

1. Juego del Carretillo de Hilo

   Objetivos:

   Dar la más información posible durante un tiempo fijo basado en la largura del hilo que tome.

   Materias:

   Un carretillo lleno de hilo

   Actividad:

   Se pasa el carretillo para que cada persona agarre un pedazo de hilo. Después de que todos hayan agarrado un pedazo de hilo, cada persona se enreda el hilo en el dedo mientras le da al grupo información de sí mismo. La persona puede hablar mientras tenga hilo que enredar pero debe de dejar de hablar cuando acabe de enredar el hilo.

2. Juego de la Nutrición

   Objetivo:

   Nombrar todos los diferentes platillos que pueda que contengan un ingrediente específico.

   Materias:

   Tarjetas con el nombre de un ingrediente escrito en cada una (por ejemplo, cacahuates, bombón, elote, carne de res, etc.).

   Actividad:

   Al entrar cada persona al cuarto de la junta toman una tarjeta. Después de que todos los miembros han tenido tiempo para estudiar sus tarjetas, cada persona nombra platillos que se pueden hacer usando ese ingrediente.

3. Juego del Círculo

   Objetivo:

   Poner todos los diferentes nombres posibles en un círculo.

   Materias:

   Lápices y hojas de papel en las cuales se ha dibujado un círculo que se ha dividido en secciones como de pastel. Cada sección está rotulada con diferentes categorias, por ejemplo, "nacido aquí," "maneja un carro rojo," "Virgo," "lleva ropa color verde," "tiene dos hijos," etc.

Actividad:

Los miembros del grupo se mezclan por unos 10-15 minutos, tratando de hallar todas las personas posibles que caen en su categoria o su "sección de pastel." El nombre de una persona se puede usar solamente una vez y el ganador es la persona con más nombres en su "sección de pastel."

4. Juego de Imitar y Adivinar los Empleos:

Objetivo:

Adivinar el empleo de cada persona.

Materias:

Ningunas

Actividad:

Cada persona imita (sin decir una palabra) el empleo que él or ella desempeña y el grupo trata de adivinar que es ese empleo.

5. Termine el Cuento

Objetivo:

Decir su nombre y dar un pedazo de información acerca de sí mismo.

Materias:

Ningunas

Actividad:

El lider del grupo empieza el cuento y cada miembro le añade algo al cuento al incluir su nombre y a lo menos un pedazo de información de sí mismos hasta que todos los miembros le han añadido al cuento.

FORMA EJEMPLAR DE UNA CONFERENCIA O SESIONES DE ENTRENAMIENTO

Nombre _____

Título de la Conferencia o Sesión _____

_____

Fecha(s) _____

Lugar _____

Entrenador(es) o Presentador(es) _____

Tema(s) _____

_____

_____

Mi propósito en asistir fue _____

_____

_____

Mi evaluación de este entrenamiento es _____

_____

_____

¿Piensa usted que esta materia debe ser presentada a su concilio?

_____Sí _____No

¿Le gustaría recibir más información sobre este tema?

_____Sí _____No

Recibos fueron recibidos por _____

Fecha _____

FORMA COMÚN DE CONDUCIR REUNIONES

I. PRINCIPIAR LA JUNTA

"Por favor vamos a principiar la junta."

II. LA BIENVENIDA

"Bienvenidos a todos. La Mesa gusta reconocer a _____ que nos va dar una presentación tocante _____. Bienvenido a nuestra junta."

III. PASAR LISTA

"La Secretaria va a pasar lista."

IV. LAS MINUTAS

"La Secretaria leerá las minutas de la junta anterior. ¿Hay algunas correcciones o adiciones en las minutas? Si no, entonces las minutas quedan aprobadas como han sido leídas."

V. REPORTES

"Ahora tenemos un reporte preparado por _____."

VI. NEGOCIOS PENDIENTES

"Ahora tenemos en la agenda asuntos pendientes. ¿Hay algún asunto pendiente que debe traerse al comité?"

VII. ASUNTOS NUEVOS

"Ahora entramos a los asuntos nuevos. ¿Hay asuntos nuevos que deben traerse al comité? Si no entonces nuestro invitado dará su presentación."

VIII. MISCELANEO

" ¿Hay otros asuntos o anuncios para discutir antes de terminar la junta?"

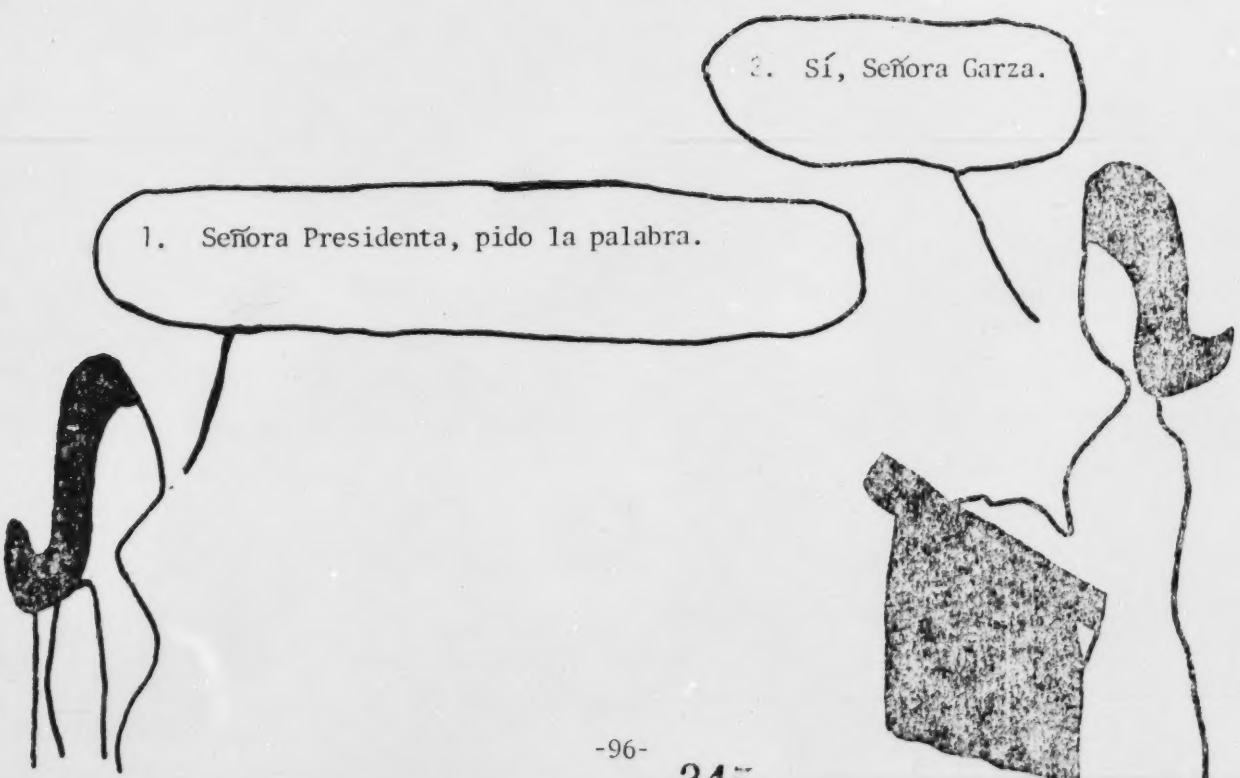
IX. FIN O TERMINACIÓN

"Si no hay más anuncios, esta junta se ha terminado."

-OCHO PASOS DE UNA MOCIÓN-

1. EL MIEMBRO SE DIRIJE A LA MESA.

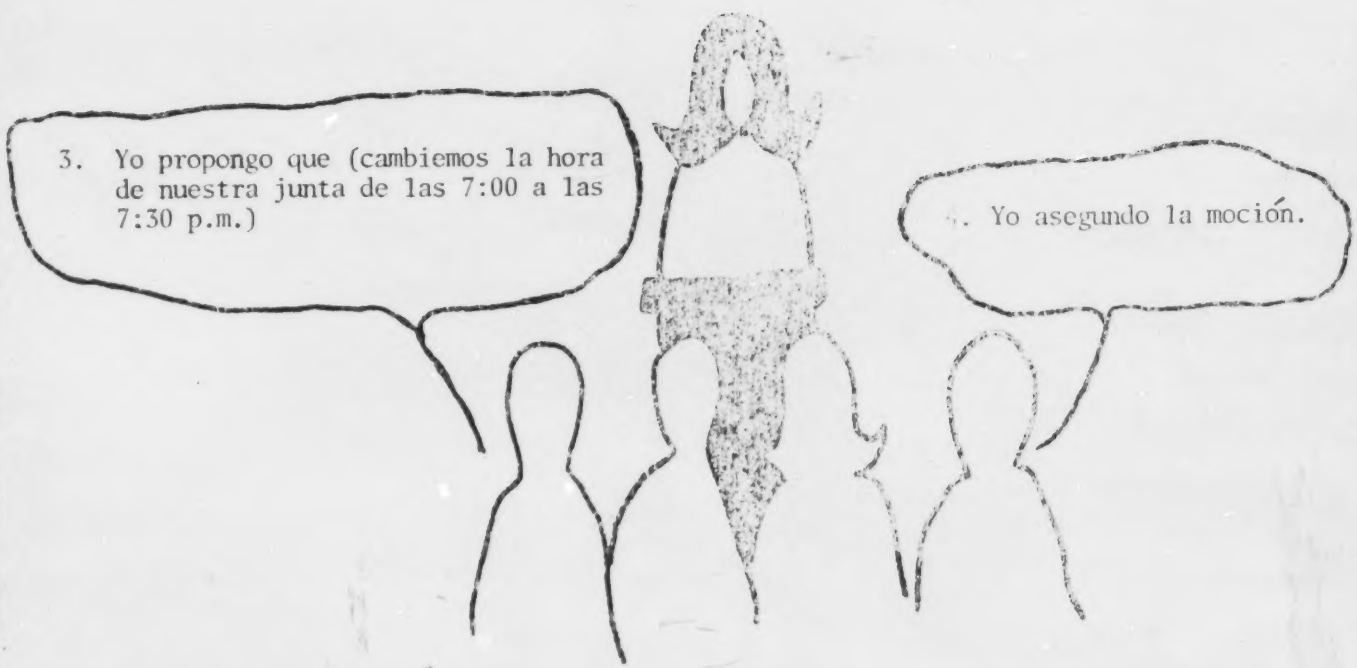
2. LA MESA RECONOCE AL MIEMBRO.



-OCHO PASOS DE UNA MOCIÓN-

3. EL MIEMBRO HACE LA MOCIÓN.

4. LA MOCIÓN ES SEGUNDADA.



-OCHO PASOS DE UNA MOCIÓN-

5. LA MESA PRESENTA LA MOCIÓN.

6. LA MESA LLAMA UNA DISCUSIÓN.

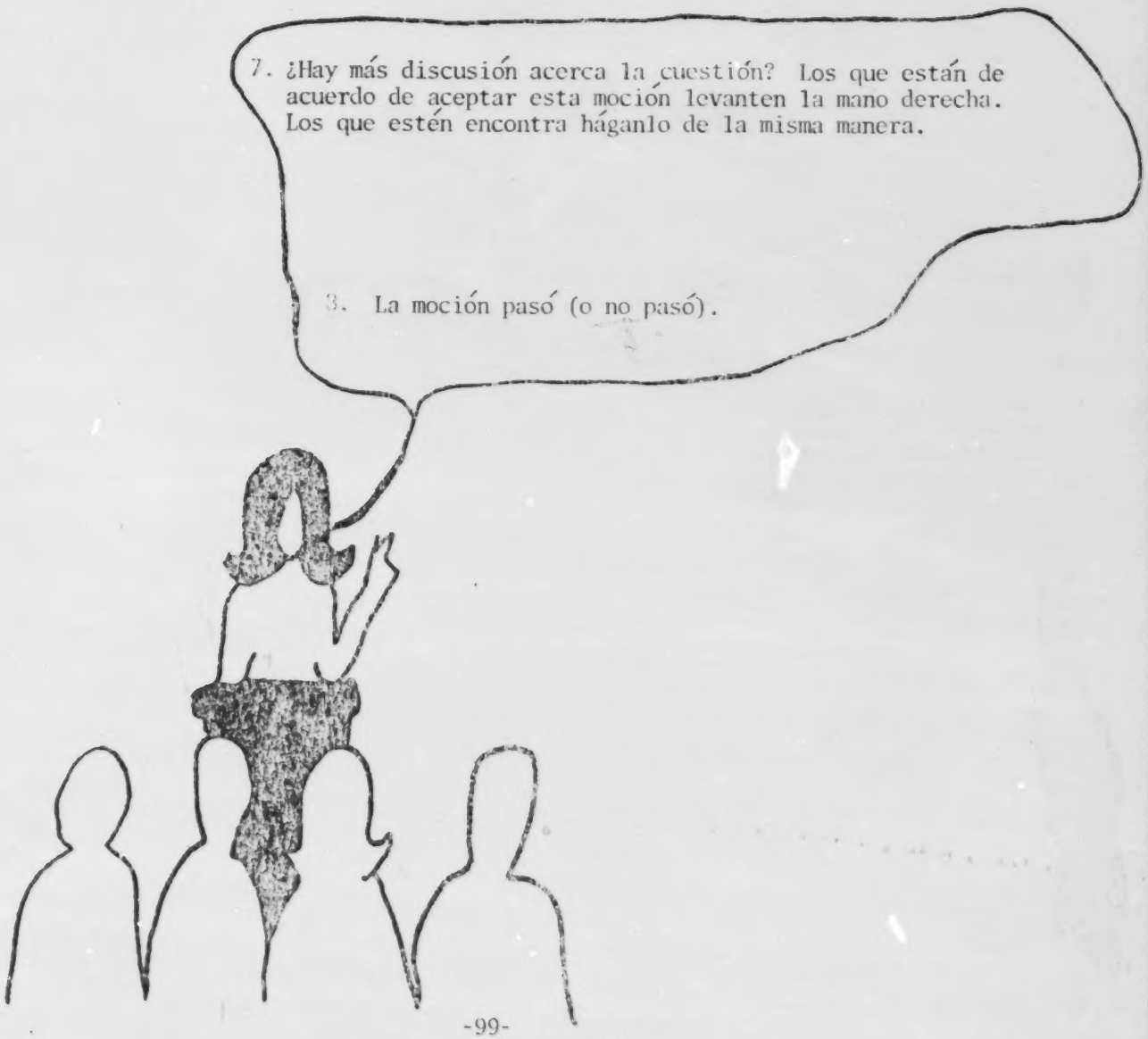
5. Se ha hecho la moción por la señora Garza y segundada por el señor Lerma que (cambiemos la hora de nuestras juntas de las 7:00 a las 7:30 p.m.)

6. ¿Hay comentarios o alguna discusión acerca de ella?

-OCHO PASOS DE UNA MOCIÓN-

7. LA MESA PONE LA MOCIÓN A VOTO.

8. LA MESA ANUNCIA LOS RESULTADOS.


7. ¿Hay más discusión acerca la cuestión? Los que están de acuerdo de aceptar esta moción levanten la mano derecha. Los que estén encontra háganlo de la misma manera.
8. La moción pasó (o no pasó).

CONCILIO CONSEJERO TÍTULO I

Escuela _____

FORMA PARA LAS MINUTAS

Fecha de la Junta _____ Encabezado _____

Miembros Presentes: _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Personal o Huéspedes Presentes: _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Reportes de Oficiales y Comités: _____

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Anuncios: _____

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Asuntos Pendientes: _____

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Asuntos Nuevos: _____

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La Moción para terminar fue hecha por _____ y segundada por

_____.

EDINBURG CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Edinburg, Texas

Comité Consejero de Padres Título I del Distrito
1 de mayo de 1978

Miembros Presentes:

Rod Rodriguez - High School
Francisco Trujillo - North Junior High
Alejandro Salinas - Austin
Emma Robledo - Jefferson
Berta Ramos - Lincoln
Rosalinda Escobar - Sam Houston
Aurora Guerra - Freddy Gonzalez

La junta del mes de mayo del Comité Consejero de Padres Título I del Distrito fue principiada por el Sr. Rod Rodríguez, el encabezado. El Sr. Rodríguez le dio la bienvenida a todos los huéspedes y miembros que estaban presentes.

El Sr. Martínez leyó las minutas. Fueron corregidas y aprobadas como fueron corregidas.

Como no había Asuntos Pendientes que discutir, el comité pasó a los Asuntos Nuevos.

La Sra. Martínez hizo una presentación sobre las Aplicaciones Federales y sus posiciones relativas. Se hicieron preguntas acerca de cada programa las cuales fueron contestadas por la Sra. Martínez. La Sra. Martínez también hizo una presentación sobre el diseño esquemático para el edificio nuevo de la high school. Los miembros del comité también discutieron este tema.

Como ya no había otros asuntos que discutir, el Sr. Rodríguez terminó la junta.

FORMA EJEMPLAR DE UN REPORTE DEL COMITÉ

Nombre Del Comité _____

Encabezado _____

Fecha De La Última Junta _____

Número Total De Miembros Presentes _____

Fecha Del Último Reporte _____

Asuntos _____

_____

_____

_____

_____

_____

_____

Acción _____

_____

_____

_____

_____

Problemas _____

_____

_____

Fecha Para La Siguiente Junta _____

Sometida Por _____

Fecha _____

FORMA EJEMPLAR DE UN REPORTE DEL TESORERO

Reporte del Tesorero del Concilio de

Padres Título I de la

Escuela Elementaria Haven

20 de abril de 19___

Balance en mano -- 31 de marzo de 19___		$450.00
Recibos		
Resultados de la Venta de Camisetas	$375.00	
Resultados de la Venta de Plumas	290.00	
Total de Recibos	TOTAL DE RECIBOS:	665.00
	TOTAL:	$1,115.00
Gastos		
Costo de las Camisetas	$120.00	
Costo de las Plumas	80.00	
Cuidado de niños para marzo	20.00	
	GASTOS TOTALES:	$ 220.00
Balance en mano -- 20 de abril de 19___		$ 895.00

Mary McGregor, Tesorera

Revisada y aprobada por el Concilio de Padres _____
(Fecha)

Firmada _____, Encabezado

LISTA DE EVALUACIÓN PARA PADRES

I. CLASE DE PERSONAL OBSERVADO (marque solamente una):

_____Ayudante _____Maestro _____Tutor-Maestro

II. DURACIÓN DE LA OBSERVACIÓN_____

FECHA DE LA OBSERVACIÓN_____

III. ACTIVIDAD INSTRUCCIONAL (marque cualesquier que aplique):

_____Escuchando la Lectura _____Reforzando Actividades de Enseñanza

_____Leyéndole al Niño _____Actividades No-Instruccionales

_____Corrigiendo con los niños _____Consultando con el Personal

_____Otras Actividades_____

IV. MATERIA INSTRUCCIONAL OBSERVADA (marque cualesquier que aplique):

_____Grabadora _____Libro de Lectura

_____Hojas de Ejercicios Escritos _____Conversación

_____Estación para Escuchar _____Retratos

_____Libros de Lectura _____Estuches de Enseñanza

Recreacionales Individualizada (Especifique)

_____

_____Otras Materias_____

V. NÚMERO TOTAL DE LAS DIFERENTES ACTIVIDADES DE GRUPO OBSERVADAS (ponga un círculo alrededor de una):

1 2 3 4 5 6 7 8

VI. AMBIENTE DE LA SALA DE CLASE

1. Los maestros y los ayudantes le están proveyendo instrucción a estudiantes individualmente y/o en grupos chicos.

Sí_____ No_____

2. Cada niño está recibiendo instrucción o está trabajando en una tarea.

Sí_____ No_____

3. Hay materias que los niños pueden usar después que han terminado sus tareas (libros, juegos instruccionales).

Sí_____ No_____

4. Cada niño tiene una silla y un lugar para hacer su trabajo.

Sí_____ No_____

5. Los niños parecen estar disfrutando de la actividad instruccional que está tomando lugar.

Sí_____ No_____

6. Si una actividad de grupo está tomando lugar, ¿se les está animando a todos los niños a participar?

Sí_____ No_____

7. Los niños están envueltos en actividades que se concentran en el niño en vez de actividades que se concentran en el maestro.

Sí_____ No_____

8. El ambiente es atractivo y conducente al estímulo de los estudiantes (ésto no incluye cosas que están fuera del control de los maestros, por ejemplo, tubería descubierta en las salas de clase sostenidas en el sótano de unos edificios viejos).

Sí_____ No_____

Si la respuesta es "no", ¿qué sugerencias se pueden hacer?_____

_____

_____

9. Las tareas de los estudiantes son revisadas por el maestro y/o el ayudante al terminarse.

Sí_____ No_____

10. Impresión completa del ambiente de la sala de clase. (marque todas las que apliquen)

_____Los estudiantes parecen estar aburridos

_____Los estudiantes parecen estar estimulados

_____Los estudiantes parecen estar felices

_____Los estudiantes están ocupados

_____La armonía de la sala de clase es buena

_____La armonía de la sala de clase es tenso

_____Los estudiantes se mueven de una actividad a la otra

_____Los estudiantes están envueltos en actividades que son dirigidas por sí mismos

_____Los estudiantes están envueltos en actividades que son dirigidas por el maestro

_____Después que un estudiante ha terminado una actividad, él/ella vaga sin objeto y no sabe que hacer en seguida

_____Hay materias disponibles para el uso de los estudiantes

_____Después que un estudiante ha terminado una actividad, hay algo para que él/ella haga.

VII. ¿Cuánto tiempo de la clase se usa para tratar con conducta que estalla la clase? (marque solamente una):

_____Nada

_____Poco

_____Más de la mitad

_____Todo el tiempo

¿Estuvo usted satisfecho con la manera que el maestro usó para tratar este tipo de conducta?

Sí_____ No_____

VIII. Escuela_____Grado_____

Nombre del Proyecto_____

Maestro_____

Ayudante_____

Observador_____

IX. Número de estudiantes en cada clase_____

La clase se reune _____horas por semana

La clase se reune _____horas por sesión

X. Número de estudiantes que estuvieron presentes el día de la observación_____

PARTE 7

REGLAMENTOS

Artículo I.
Nombre del Comité

El nombre del comité será el Comité Consejero de Educación Migrante.

Artículo II.
Responsabilidades

Las responsabilidades del Comité Consejero de Educación Migrante serán el ayudar al Departamento de Educación a desarrollar planes para la implementación de programas de educación migrante y a revisar y recomendar para aprobación propuestas de proyectos del distrito y la area.

Para consumar estas responsabilidades, el comité consejero proveerá consejos y ayuda al Departamento de Educación al:

1. Recomendar prioridades del programa y planes para el desarrollo, implementación, y evaluación de programas de educación migrante.

2. Recomendar métodos y poner en acción y coordinar todos los recursos en el estado y localmente en un esfuerzo acordado para proveer servicios que acomodarán las necesidades de los estudiantes migrantes desde kinder hasta el grado doce (12).

3. Actuar como una mesa de averiguación para cualquier individuo o grupo que quiera proponer adiciones a, o modificaciones de, los programas de educación migrante.

4. Revisar propuestas para proyectos y recomendarle al Departamento de Educación la aprobación, modificación, o rechazamiento de los programas de educación migrante.

5. Comunicarse con los padres de los estudiantes migrantes para determinar su concepto de los tipos de servicios que mejor acomodarán las necesidades de los estudiantes.

Esta sección de los reglamentos de ninguna manera se interpretará como el darle el derecho al Comité Consejero de Educación Migrante de rehusar las decisiones y actos del Superintendente de Instrucción Pública. El comité consejero no tendrá ningún poder para entrar en contractos o de alguna manera obligar los fondos públicos. Ningún miembro del comité consejero tendrá la autoridad, de comprometerse en nombre del comité, ni tampoco tendrá el comité la autoridad de obligarse de tal manera que comprometan al Departamento de Educación.

Artículo III.
Miembros

Sección 1. Composición Del Comité Consejero

Ningún empleado del Departamento de Educación será elegible para miembresía total en el comité.

1. El comité será compuesto de diez (10) miembros, no menos de seis (6) serán personas con experiencia del ambiente del grupo el cual es el centro de observación.

2. Al gusto del Superintendente de Instrucción Pública, un miembro del personal puede ser designado como miembro por medio de los oficiales del comité. Como miembro por medio de los oficiales del comité, él o ella no tendrá derecho de servir como oficial o de votar. El Superintendente de Instrucción Pública tendrá la autoridad de designar una secretaria ejecutiva para servir en el comité. La secretaria ejecutiva no será elegible para votar.

3. Después del día 30 de junio de 1972, ninguna persona empleada en programas migrantes que reciben fondos del Departamento de Educación será recomendada para miembresía en el comité.

4. La selección de candidatos que van a ser recomendados para miembresía será determinada según las areas de concentración y el número de familias que residen en cada area.

Sección 2. Selección de Miembros

El Superintendente de Instrucción Pública designará oficialmente los miembros que servirán en el comité. El Superintendente considerará una lista de nombres recomendados la cual ha sido sometida por el comité, pero no será obligado a limitar su selección de miembros designados a aquellas personas incluídas en la lista del comité. Al hacer sus designaciones, el Superintendente reconocerá los requisitos del Artículo III, Sección 1.

Sección 3. Término de Puesto

Todos los miembros del comité designados después del día 30 de junio de 1972, servirán un término de tres años.

1. Tres (3) miembros deberán ser designados el 30 de junio de 1972.

2. Tres (3) miembros deberán ser designados el 30 de junio de 1973.

3. Cuatro (4) miembros deberán ser designados el 30 de junio de 1974.

4. Un número igual deberá ser designado al final de cada término de tres años.

Sección 4. Derechos Para Votar

Cada uno de los diez (10) miembros totales tendrá el derecho de lanzar un voto entero sobre cada cuestión sometida a una votación al comité consejero. Votos por poder y votos ausentes no serán permitidos.

Sección 5. Terminación de Miembresía

El término de un miembro será terminado cuando:

1. El miembro acepta empleo o establecimiento residencial fuera del estado de Oregon.

2. El miembro falta a tres juntas consecutivas sin excusa.

3. Sujeto a la concurrencia del Departamento de Educación, el comité por voto afirmativo de dos terceras partes (2/3) de todos los miembros, elige recomendar la conclusión del término de un miembro en el comité.

Sección 6. Traspaso de Miembresía

La miembresía en el comité consejero no se puede transferir o asignar.

Sección 7. Alternativos

Un miembro del comité puede ser representado por un alternativo en una junta del comité. El alternativo no tendrá el derecho de votar, y la presencia de un alternativo no releva a un miembro de la estipulación de la Sección 5 de este Artículo.

Sección 8. Resignación

Cualesquier miembro puede resignar al archivar una resignación por escrito con el Departamento de Educación.

Sección 9. Vacancia

Cualesquier vacancia en el comité debe ser ocupada por el resto del término por designación del Superintendente de Instrucción Pública de acuerdo con los requisitos del Artículo III, Sección 1.

Artículo IV

Sección 1. Oficiales

Los oficiales del comité serán el encabezado, vice-encabezado y secretaria ejecutiva.

Sección 2. Elección de Oficiales

El encabezado y el vice-encabezado del comité serán elegidos anualmente por voto del comité y servirá por un año y hasta que su sucesor sea elegido y calificado.

La secretaria ejecutiva será designada por el Superintendente de Instrucción Pública, quien servirá al gusto del Superintendente.

Sección 3. Remover del Puesto

Cualesquier oficial elegido del comité puede ser removido del puesto por dos terceras (2/3) partes del voto de todos los miembros del comité, cuando según la decisión del comité, el comité entonces sería servido.

Los servicios de la secretaria ejecutiva pueden ser terminados o reasignados por dirección del Superintendente de Instrucción Pública.

Sección 4. Vacancia

Si por muerte, resignación, o por ser removido el puesto del encabezado o vice-encabezado se desocupe, ese puesto será ocupado por el término no concluído por el comité de la misma manera proveída en la Sección 2 de este Artículo.

Sección 5. Persona Encabezada

El encabezado presidirá todas las juntas del comité, y firmará, o hará que todas las cartas, informes y otras comunicaciones del comité sean firmadas por la secretaria ejecutiva. Él o ella designará miembros a comités de sostenimiento o especiales que se consideren ser necesarios por el comité. En adición él o ella ejecutará todas las otras responsabilidades relacionadas al puesto del encabezado u ordenadas por el comité.

Sección 6. El Vice-Encabezado

Las responsabilidades del vice-encabezado serán el representar al encabezado al ejecutar sus responsabilidades designadas, y el sustituir para el encabezado en su ausencia. El vice-encabezado ejecutará tales responsabilidades designadas a él o ella por el encabezado o por el comité.

Sección 7. Secretaria Ejecutiva

La secretaria ejecutiva causará que se guarden las minutas de todas las juntas del comité y prontamente escribirá y mandará copias correctas de las minutas a los miembros del comité y a otras personas designadas por el comité. El o ella se asegurará que todos los avisos de las juntas u otros eventos se den de acuerdo con las provisiones de estos reglamentos. Como es dirigido por el encabezado, la secretaria ejecutiva preparará y despachará las comunicaciones requeridas por las acciones del comité. El o ella será el guardia de los reportes del comité y servirá como enlace entre el comité y el Superintendente de Instrucción Pública.

Artículo V.
Comités

Sección 1. Comités Especiales y de Sostenimiento

El comité consejero puede establecer y anular tales comités especiales y de sostenimiento como crea necesarios. Cada miembro de cada comité será miembro del comité consejero. Ningún comité especial y de sostenimiento puede ejercitar la autoridad del comité consejero.

Sección 2. Designaciones

A menos que se declare de otra manera por el comité consejero en su acción para establecer un comité especial, el encabezado del comité consejero designará los miembros a los comités especiales y de sostenimiento.

Sección 3. Término de Puesto

Cada miembro del comité continuará como tal por el término de su designación o hasta que el comité se anule, o hasta que el miembro deje de calificar como miembro.

Sección 4. Reglas

Cada comité puede adoptar las reglas para su propio gobierno, proveído, sin embargo, que las reglas sean consistentes con esos reglamentos y reglas adoptadas por el comité consejero.

Sección 5. Quórum

A menos que esté proveído de otra manera en la decisión del comité consejero al establecer un comité especial y de sostenimiento, la mayoría de los miembros del comité especial o de sostenimiento constituirá un quórum. Un acto de la mayoría de los miembros de cualesquier junta en la cual se presenta el quórum será considerada como un acto oficial del comité.

Sección 6. Vacancia

Cualesquier vacancia que ocurra en cualesquier comité especial o de sostenimiento será ocupada por designación de la manera que ha sido declarada en Sección 2 de este Artículo.

Artículo VI.
Junta del Comité

Sección 1. Solicitar Juntas

No deberá haber juntas regularmente planeadas del comité consejero. Juntas del comité consejero serán solicitadas por la secretaria ejecutiva (1) a su discreción, (2) por directiva del encabezado, o (3) por petición de la mayoría de los miembros del comité. Cada año, después de la designación de los miembros nuevos, se solicitará a lo menos una sesión ejecutiva para el propósito de orientación y organización.

Sección 2. Sitio de la Junta

La secretaria ejecutiva será responsable de hacer todos los arreglos necesarios para las facilidades de la junta. La localización geográfica de cada junta puede ser seleccionada por el encabezado o por la secretaria ejecutiva por directiva del encabezado. La selección de la area geográfica siempre se hará con consideración de la conveniencia de los miembros del comité.

Sección 3. Aviso de Juntas

La secretaria ejecutiva será responsable de avisar a todos los miembros de juntas planeadas. Los avisos serán por escrito; declararán la fecha, la hora, y el sitio; y se entregarán ya sea de mano o por correo no menos de cinco(5) días o más de dos (2) semanas antes de la junta. Cada aviso será acompañada por una agenda de lo que se va a poner ante el comité.

Sección 4. Decisión del Comité

Excepto a como se ha declarado de otra manera en estos reglamentos, todas las decisiones oficiales del comité resultarán de un voto afirmativo de la mayoría de sus miembros que estén presentes, proveído que un quórum esté en asistencia.

Sección 5. Quórum

La presencia de cinco (5) o más de los miembros totales del comité constituirá un quórum.

Sección 6. Conducta en las Juntas

Todas las juntas del comité consejero serán conducidas de acuerdo con Robert's Rules of Order o de acuerdo con una adaptación apropiada previamente adoptada.

Sección 7. Juntas Abiertas

Todos los partidos interesados que gusten pueden asistir a las juntas del comité consejero. El encabezado no es requerido a reconocer a cualesquier grupo solicitando hacer una presentación formal a menos que el grupo haya hecho arreglos previos con el encabezado o con la secretaria ejecutiva.

Artículo VII.
Rembolsamiento de Miembros del Comité

La secretaria ejecutiva hará arreglos para el rembolsamiento de los miembros del comité para los gastos diarios y del viaje que incurrion al asistir juntas del comité de acuerdo con los réditos aprobados por el estado de Oregon. La secretaria ejecutiva también hará arreglos de rembolsamiento para los gastos diarios y del viaje incurridos por los miembros del comité al ejecutar otras tareas o responsabilidades del comité, proveído que tal rembolsamiento sea primeramente aprobado por el encabezado del comité y autorizado por la secretaria ejecutiva.

Artículo VIII.
Enmiendas

Estos reglamentos pueden ser enmendados a cualesquier tiempo por dos terceras (2/3) partes de los votos afirmativos de todos los miembros del comité, proveído que las enmiendas sean compatibles con las responsabilidades designadas al comité consejero. Antes de que tales enmiendas sean incorporadas en estos reglamentos, deben ser primeramente aprobadas por el Departamento de Educación.

EL ACTO DE EDUCACIÓN ELEMENTARIA Y SECUNDARIA DE DALLAS
CONCILIO CENTRAL DE PADRES TÍTULO I

23 de mayo de 1978

CONSTITUCIÓN

Artículo I - Nombre

El nombre de esta organización será El Acto de Educación Elementaria y Secundaria de Dallas - Concilio Central de Padres Título I.

Artículo II - Propósito

El propósito de esta organización será el animar el envolvimiento de padres al nivel local como un medio importante de aumentar la eficacia de los programas bajo Título I.

Artículo III - Miembresía

Sección 1. La miembresía de esta organización será compuesta de un (1) representante elegido de cada escuela Título I y dos (2) alternativos de cada escuela Título I. Un alternativo puede representar al miembro elegido únicamente si acaso el miembro elegido está ausente de la junta del Concilio.

Sección 2. A lo menos 51% de padres participando en el Concilio Central deben ser padres cuyos niños están matriculados en uno o más programas de Título I.

Sección 3. Un padre cuyo niño se sale de un proyecto Título I durante el término de miembresía del padre puede completar el término entero y continuará siendo considerado parte de la mayoría de padres.

Sección 4. Todos los miembros del cuerpo del Concilio podrán dar su opinión sobre la Constitución y los Reglamentos de esta organización.

Artículo IV - Oficiales

Sección 1. Los oficiales de este Concilio serán - presidente, cinco (5) vicepresidentes (uno para cada subdistrito), secretaria, asistente a la secretaria, historiador, y parlamentario.

Sección 2. Término de Puesto. Todos los oficiales serán elegidos por un período de dos años, con un máximo de dos términos.

Sección 3. Requisitos para los oficiales. Todos los oficiales serán elegidos de entre los miembros elegidos del Concilio Central de Padres.

Sección 4. Vacancias. Si ocurriera una vacancia en cualesquier puesto, será ocupada por el resto del término por la mayoría de los votos de los miembros del Comité Ejecutivo.

Sección 5. Responsabilidades. El Presidente - Dirigirá en todas las juntas del concilio y del Comité Ejecutivo; será un miembro por medio de los oficiales de todos los comités, excepto el comité de nominaciones;

Vice-presidente - ejecutará las tareas que le asigne el presidente;

Secretaria - guardará las minutas y ejecutará tales responsabilidades que estén relacionadas a la oficina; guardará un archivo de los reglamentos al corriente; manejará la correspondencia como es requerido; leerá todas las comunicaciones que estén en archivo y las hará disponsibles a la miembresía como es requerido;

Asistente a la Secretaria - le ayudará a la secretaria como es requerido y tomará el lugar de la secretaria cuando la secretaria esté ausente;

Historiador - guardará la historia de las actividades del Concilio al corriente;

Parlamentario - guardará el orden durante todas las juntas del Concilio.

Artículo V - Comités

Sección 1. El Comité Ejecutivo consistirá de los oficiales elegidos del Concilio Central de Padres y los encabezados de los comités de sostenimiento.

a. Todos los comités serán designados por el presidente con la aprobación del Comité Ejecutivo.

b. El Comité Ejecutivo aprobará los planes del comité de sostenimiento y reportará los planes en las juntas regularmente sostenidas del Concilio. No se emprenderá ningún trabajo sin consentimiento del Comité Ejecutivo.

Sección 2. Comités de Sostenimiento. Comités de Sostenimiento consistirán de lo siguiente - evaluación, programas, constitución y reglamentos y hospitalidad. Comités temporarios se pueden formar según se necesiten, con la aprobación del Comité Ejecutivo.

Sección 3. Composición de la Miembresía. Los comités de sostenimiento consistirán de un representante de cada subdistrito. Los encabezados de los comités de sostenimiento serán designados por el presidente, con la aprobación del Comité Ejecutivo.

Artículo VI - Enmendando la Constitución

Esta Constitución puede ser enmendada al presentar la enmienda propuesta por escrito al Comité Ejecutivo. Una copia de la enmienda propuesta se le distribuirá a cada miembro del Concilio. La propuesta entonces será sometida para adopción o rechazamiento por recomendación del Comité Ejecutivo. Un voto de mayoría de los miembros que estén presentes en la junta será necesario para la adopción de una enmienda de esta constitución. La enmienda será efectiva inmediatamente, si pasa.

REGLAMENTOS

Artículo I - Juntas

Sección 1. Este concilio se reunirá una vez por mes el cuarto martes por la noche de las 7-9 p.m. en el auditorio del edificio de administración de la escuela, con excepción de los meses de junio, julio y agosto.

Sección 2. Todas las juntas regularmente sostenidas y especiales del Concilio y de sus comités de sostenimiento estarán abiertas a todo tiempo a los oficiales de la escuela y su personal, a otros padres y al público en general.

Sección 3. Ausencias. Oficiales que estén ausentes de tres (3) juntas consecutivas del Concilio de Padres, sin causa razonable, serán declarados inelegibles y el puesto declarado vacante. El Comité Ejecutivo tendrá la responsabilidad de llenar el puesto.

Artículo II - Nominaciones y Elección de Oficiales

Sección 1. Nominación de Oficiales. El presidente, con la aprobación del Comité Ejecutivo, designará un comité de nominaciones de siete (7) miembros de la miembresía en general del Concilio para que someta, por escrito, una lista de candidatos para cada puesto. Las nominaciones también pueden ser aceptadas del piso, de los miembros votantes oficiales. La votación será por boleta escrita.

a. Ninguna persona será nominada para más de un (1) puesto. La miembresía en general debe ser animada a someter los nombres de los candidatos. Los miembros del comité de nominaciones deberá obtener el consentimiento de las personas nominadas antes de poner sus nombres en la lista.

Sección 2. Boletas. La boleta deberá tener los nombres de los candidatos seleccionados por el comité de nominaciones. El comité nominará uno o más candidatos para cada puesto. Se proveerá también un espacio en la boleta para los nombres de los candidatos además de esos nombrados por el comité.

Sección 3. Elección. La elección de oficiales será conducida por boleta escrita secreta durante el mes de mayo de cada año de números pares.

Artículo III - Comités

Sección 1. Responsabilidades del Comité Ejecutivo.

a. El presidente será el encabezado del Comité Ejecutivo.

b. El Comité examinará y decidirá sobre todas las enmiendas propuestas antes de que sean presentadas al cuerpo general.

c. El comité llenará todas las vacancias en los puestos.

Sección 2. Comité de Evaluación. Este comité estudiará los reportes de evaluación y someterá sus descubrimientos al cuerpo general.

Sección 3. Comité de Programa. Este comité arreglará los programas, conseguirá presentadores y otros participantes y hará las introducciones necesarias a los tiempos designados.

Sección 4. Constitución & Reglamentos. Será la responsabilidad de este comité de evaluar de nuevo la Constitución y hacer recomendaciones al Comité Ejecutivo. El Comité Ejecutivo ejercerá sobre las recomendaciones y las recomendaciones serán presentadas a la miembresía en general para aprobación.

Sección 5. Comité de Hospitalidad. Este comité saludará a los miembros según vayan llegando a las juntas; debe expresar su interés hacia miembros que se encuentren enfermos y debe notificar a los miembros del Concilio en caso de una enfermedad grave de uno de los miembros; debe registrar a los miembros y a sus huéspedes en las juntas del Concilio; debe mantener un archivo de asistencia de los miembros cada mes.

Artículo IV - Enmiendas

Los reglamentos pueden ser enmendados al presentarle al Comité Ejecutivo por escrito la enmienda propuesta. Una copia de la enmienda propuesta se le distribuirá a cada miembro del Concilio. La propuesta entonces será sometida para adopción o rechazamiento por recomendación del Comité Ejecutivo. Un voto de mayoría de los miembros que estén presentes en la junta será necesario para la adopción de una enmienda de esta constitución. La enmienda será efectiva inmediatamente, si pasa.

Como testigo de ésto, el Superintendente de Escuelas del Distrito Escolar de Dallas, el Administrador del Concilio Central de Padres y el Presidente del Concilio Central de Padres, han causado que estos reglamentos sean debidamente ejecutados el 23 de mayo de 1978.

REGLAMENTOS PARA CONCILIOS DE PADRES DE TÍTULO I REGULAR Y MIGRANTE

DISTRITO ESCOLAR DE McALLEN

REGLAMENTOS PARA CONCILIOS DE PADRES DE TÍTULO I REGULAR Y MIGRANTE DEL DISTRITO ESCOLAR DE McALLEN.

INTRODUCCIÓN

LOS REGLAMENTOS LE PROVEEN A LOS CONCILIOS DE PADRES CON LAS REGLAS PARA GOBERNAR SUS ACCIONES. LAS REGLAS POR ESCRITO AYUDAN A EVITAR LA CONFUSIÓN EN EL PROCEDIMIENTO DE OPERACIÓN DE UN CONCILIO CUANDO SE PRESENTEN PREGUNTAS O PROBLEMAS.

ARTÍCULO I - NOMBRE

EL NOMBRE DEL CONCILIO ES EL CONCILIO DE PADRES DEL DISTRITO Y EL CONCILIO DE PADRES DE LA ESCUELA DEL DISTRITO ESCOLAR DE McALLEN, DE AQUÍ EN ADELANTE REFERIDO A COMO DACS Y PACS.

ARTÍCULO II - OBJECTIVOS

LOS OBJETIVOS DE LOS CONCILIOS DE PADRES DEBEN COORDINAR CON LAS REGLAS FEDERALES Y ESTATALES Y SER CONSISTENTES CON LAS PÓLIZAS DE LA MESA DIRECTIVA DEL DISTRITO.

SECCIÓN 1. ACONSEJAR AL SISTEMA ESCOLAR TOCANTE EL PLANEAMIENTO TOTAL, IMPLEMENTACIÓN Y EVALUACIÓN DE LOS PROGRAMAS TÍTULO I REGULAR Y TÍTULO I MIGRANTE.

SECCIÓN 2. ESTUDIAR LOS PROGRAMAS TÍTULO I REGULAR Y TÍTULO I MIGRANTE EN RELACIÓN CON LAS NECESIDADES EDUCACIONALES DE CADA PROYECTO.

SECCIÓN 3. VISITAR Y REVISAR LOS RESULTADOS DEL PROGRAMA CON EL PERSONAL DEL PROYECTO.

SECCIÓN 4. PROMOVER AL PADRE COMO UN MAESTRO IMPORTANTE EN LA VIDA DEL NIÑO Y PROVEER OPORTUNIDADES PARA QUE TODOS LOS PADRES MEJOREN SUS MÉTODOS DE ENSEÑANZA POR MEDIO DE LAS ACTIVIDADES PROVEÍDAS POR EL PERSONAL DEL ENVOLVIMIENTO DE PADRES.

SECCIÓN 5. PROVEER A LOS PROGRAMAS TÍTULO I REGULAR Y TÍTULO I MIGRANTE TIEMPO VOLUNTARIO PARA EL PROGRAMA.

ARTICULO III - PÓLIZAS BÁSICAS

SECCIÓN 1. LOS CONCILIOS DE PADRES DEBEN SER SIN POLÍTICA, SIN COMERCIAL, Y SIN SECTARIO.

SECCIÓN 2. LOS CONCILIOS DE PADRES APOYARÁN EL MEJORAMIENTO DE EDUCACIÓN EN COOPERACIÓN CON LAS ESCUELAS.

SECCIÓN 3. LOS CONCILIOS DE PADRES DEBEN TRABAJAR DENTRO DE LA ESTRUCTURA ADMINISTRATIVA DEL SISTEMA ESCOLAR. LOS CONCILIOS DE PADRES GUARDANDO EN MENTE SU RESPONSABILIDAD ACONSEJERA NO INTENTARÁ CONTROLAR O ESTABLECER PÓLIZAS PARA EL SISTEMA ESCOLAR.

ARTÍCULO IV - MIEMBRESÍA

SECCIÓN 1. LA MIEMBRESÍA VOTANTE DEL DAC Y DEL CONCILIO DE PADRES DE LA ESCUELA DEBE CONSISTIR A LO MENOS DE UNA MAYORÍA, MÁS UNO, DE PADRES DE NIÑOS QUE ESTÁN PARTICIPANDO EN LOS PROGRAMAS TÍTULO I REGULAR Y TÍTULO I MIGRANTE DE CADA ESCUELA QUE TENGA UN PROYECTO Y SERÁN ELEGIDOS POR LOS PADRES.

SECCIÓN 2. CADA PAC TÍTULO I REGULAR Y MIGRANTE DE LA ESCUELA ELEGIRÁ DOS (2) PADRES COMO REPRESENTANTES Y DOS (2) ALTERNATIVOS COMO REPRESENTANTES AL CONCILIO DE PADRES DEL DISTRITO. ESTOS REPRESENTANTES DEBEN SER MIEMBROS DEL CONCILIO DE PADRES DE LA ESCUELA.

SECCIÓN 3. EL DIRECTOR DE CADA ESCUELA QUE TENGA UN PROYECTO SERVIRÁ COMO UN RECURSO PARA CADA PAC DE LA ESCUELA Y EL DAC DEL DISTRICTO.

ARTÍCULO V - OFICIALES, MIEMBROS, Y SU ELECCIÓN

SECCIÓN 1. EL DISTRICTO ELEGIRÁ UN PRESIDENTE, VICEPRESIDENTE, Y UNA SECRETARIA.

SECCIÓN 2. EL CONCILIO DE PADRES DE LA ESCUELA ELEGIRÁ UN PRESIDENTE, VICEPRESIDENTE, Y UNA SECRETARIA.

SECCIÓN 3. LOS OFICIALES AL DAC SERÁN ELEGIDOS DURANTE LA JUNTA DE ABRIL DEL DAC, SERÁN INSTALADOS EN OCTUBRE, SERVIRÁN UN TÉRMINO DE DOS (2) AÑOS ESCOLARES Y PUEDEN SER RE-ELEGIDOS.

SECCIÓN 4. LOS MIEMBROS AL PAC DE LA ESCUELA SERÁN ELEGIDOS PARA LOS FINES DE FEBRERO Y SERVIRÁN POR UN TERMINO DE DOS (2) AÑOS ESCOLARES Y PUEDEN SER RE-ELEGIDOS.

SECCIÓN 5. LA MESA EJECUTIVA (REFIÉRASE AL ARTÍCULO VII) PARA YA SEA EL DAC O EL PAC SERVIRÁ EN LOS COMITÉS DE NOMINACIONES PARA ELEGIR CANDIDATOS NUEVOS PARA OCUPAR LAS VACANCIAS QUE OCURRAN DURANTE EL TÉRMINO DE DOS (2) AÑOS.

SECCIÓN 6. CADA OFICIAL DEL DAC REPRESENTARÁ UNA ESCUELA DIFERENTE.

SECCIÓN 7. UN OFICIAL O UN MIEMBRO QUE FALTE A DOS (2) JUNTAS CONSECUTIVAS DE LAS JUNTAS DEL CONCILIO DE PADRES DE LA ESCUELA O DEL DISTRITO, SERÁ REMPLAZADO Y NOTIFICADO POR CORREO, A MENOS QUE UNA EXCUSA RAZONABLE SE DE POR ESCRITO, DENTRO DE DOS (2) SEMANAS DESPUÉS DE FALTAR A LA ÚLTIMA JUNTA.

ARTÍCULO VI - RESPONSABILIDADES DE LOS OFICIALES

SECCIÓN 1. PRESIDENTE: EL PRESIDENTE SERÁ ENCARGADO CON LA RESPONSABILIDAD DE PROVEERLE DIRECCIÓN AL CONCILIO Y A LA MESA EJECUTIVA Y TAMBIÉN SERVIRÁ COMO MIEMBRO POR MEDIO DE LOS OFICIALES DE CUALESQUIER COMITÉ DE SOSTENIMIENTO QUE ÉL PUEDA DESIGNAR O CUALESQUIER COMITÉ ELEGIDO POR LA MIEMBRESÍA.

SECCIÓN 2. VICEPRESIDENTE: EL VICEPRESIDENTE SEGUIRÁ AL PRESIDENTE Y DIRIGIRÁ CUANDO EL PRESIDENTE ESTÉ AUSENTE.

SECCIÓN 3. SECRETARIA: LA SECRETARIA MANTENDRÁ MINUTAS ADECUADAS DE CADA JUNTA. LAS MINUTAS SE ESCRIBIRÁN A MÁQUINA Y SE DISTRIBUIRÁN A LOS MIEMBROS DEL CONCILIO POR EL PERSONAL DEL PROYECTO. LA SECRETARIA TENDRÁ LA RESPONSABILIDAD DE LA PUBLICIDAD Y LA CORRESPONDENCIA.

ARTÍCULO VII - MESA EJECUTIVA

SECCIÓN 1. LA MESA EJECUTIVA PARA EL DAC CONSISTIRÁ DEL PRESIDENTE, EL VICE-PRESIDENTE, Y LA SECRETARIA. PERSONAL EMPLEADO POR EL DISTRITO ESCOLAR QUE TENGAN LA RESPONSABILIDAD DE IMPLEMENTAR Y ACELERAR LOS PROGRAMAS DE TÍTULO I REGULAR Y TÍTULO I MIGRANTE SERVIRÁN EN CAPACIDAD CONSULTORA.

SECCIÓN 2. LA MESA EJECUTIVA DE LOS PACS DE LAS ESCUELAS CONSISTIRÁ DEL PRESIDENTE, VICEPRESIDENTE, SECRETARIA, DIRECTOR DE LA ESCUELA Y LA AYUDANTE DE LA COMUNIDAD DE TÍTULO I REGULAR O TÍTULO I MIGRANTE.

SECCIÓN 3. LA MESA EJECUTIVA SE REUNIRÁ ANTES DE LA JUNTA DEL CONCILIO DE PADRES DEL DISTRITO O DEL PAC DE LA ESCUELA PARA PLANEAR LA AGENDA PARA LA JUNTA.

SECCIÓN 4. LA MESA EJECUTIVA PARA EL DAC O EL PAC LLEVARÁ ACABO ASUNTOS NECESARIOS EN LOS INTERVALOS QUE OCURREN ENTRE LAS JUNTAS DE LOS CONCILIOS DE PADRES.

ARTÍCULO VIII - COMITÉ DE NOMINACIONES

NOMINACIONES: EL COMITÉ DE NOMINACIONES, DESIGNADO POR EL PRESIDENTE Y ENCABEZADO POR EL VICEPRESIDENTE, BUSCARÁ REPRESENTANTES INTERESADOS EN SER COMPETIDORES PARA LOS PUESTOS DE OFICIALES DEL DAC. EL COMITÉ TAMBIÉN PREPARARÁ LA BOLETA QUE SE VA A USAR EN LA ELECCIÓN. LAS NOMINACIONES TAMBIÉN SE PUEDEN OBTENER DEL PISO Y ESCRITAS EN LA BOLETA DURANTE LA ELECCIÓN.

ARTÍCULO IX - JUNTAS DEL CONCILIO DE PADRES DEL DISTRITO Y DE LA ESCUELA

SECCIÓN 1. - JUNTAS DEL CONCILIO DE PADRES DEL DISTRITO ESTARÁN ABIERTAS AL PÚBLICO Y SE SOSTENDRÁN A LO MENOS CUATRO (4) VECES DURANTE EL AÑO ESCOLAR, EMPEZANDO EN OCTUBRE.

SECCIÓN 2. - UNA SIMPLE MAYORÍA DE LOS MIEMBROS VOTANTES QUE ESTÉN PRESENTES (51%) CONSTITUIRÁ UN QUÓRUM PARA LA TRANSACCIÓN DE NEGOCIOS.

SECCIÓN 3. REPRESENTANTES DE LOS PADRES CONSTITUIRÁN LA MIEMBRESÍA VOTANTE.

ARTÍCULO X - AUTORIDAD PARLAMENTARIA

ROBERTS RULES OF ORDER GOBERNARÁN EL CONCILIO DE PADRES EN TODOS LOS CASOS DONDE SE APLIQUE. EL PRESIDENTE PUEDE DESIGNAR UN PARLAMENTARIO ANTES DE UNA JUNTA, SI ES NECESARIO TENER UNO PARA PODER CONDUCIR UNA JUNTA EFECTIVA.

ARTÍCULO XI - ENMIENDAS

SECCIÓN 1. ENMIENDAS A LOS REGLAMENTOS PUEDEN SER PREPARADAS POR LA MESA EJECUTIVA DEL DAC.

SECCIÓN 2. DESPUÉS DE UN MES DE NOTIFICACIÓN POR ESCRITO, LOS REGLAMENTOS PUEDEN SER ENMENDADOS POR UN VOTO DE DOS TERCERAS PARTES (2/3) DEL QUÓRUM QUE ESTÉ PRESENTE EN LA JUNTA DEL DAC.

PARTE 8

GLOSARIO

Hay muchas palabras que se usan en conexión con Título I que no son conocidas por la mayoría de los padres. Este glosario da significados simples para algunas de estas palabras para ayudar a los lectores a entender el programa de Título I.

1. ACTO DE EDUCACIÓN ELEMENTAL Y SECUNDARIA (ESEA)...Esta ley federal, primeramente establecida en 1965, incluye provisiones bajo Título I y Título I Migrante para proveer dinero para proyectos que ayudan a niños educacionalmente despojados. Otros Títulos (secciones de la misma ley) se usan para extender los servicios de la biblioteca de la escuela y para proveer dinero para otros tipos de programas educacionales. Enmiendas posteriores autorizan programas de educación bilingue y de la prevención de renunciación de clases por los estudiantes.

2. AGENCIA EDUCATIVA ESTATAL (SEA)...Departamento estatal de educación, departamento de instrucción pública, etc.

3. AGENCIA EDUCATIVA LOCAL (LEA)...Un distrito escolar local.

4. AÑO FISCAL...El período de 12 meses en el cual un distrito debe de hacer su presupuesto y gastar sus fondos. Los años fiscales de la mayoría de los distritos escolares corren del 1 de julio de un año al 30 de junio del año que sigue. El año fiscal del gobierno federal es del 1 de octubre al 30 de septiembre.

5. APLICACIÓN...Una aplicación es un documento legal sometido anualmente por un distrito escolar al Superintendente de Instrucción Pública para aprobación y designación de fondos para proyectos propuestos de Título I Migrante. Tiene que incluir una descripción de las necesidades de los niños que van a recibir servicios, el número de niños que van a recibir servicios en cada componente del proyecto, un plan de evaluación, un presupuesto detallado y aseguraciones que todos los reglamentos se han o serán satisfechos.

6. APLICACIÓN CONSOLIDADA...Un procedimiento usado en algunos estados que permite que los distritos escolares llenen una sola forma para aplicar para fondos bajo varios programas estatales o estatales y federales.

7. APROPIACIÓN...La cantidad de dinero que el Congreso decide gastar en un año particular para un programa educacional tal como Título I (véase autorización).

8. AREA DE ASISTENCIA...En casi todos los sistemas escolares, el distrito escolar está dividido en areas o zonas geográficas separadas, y todos los niños que viven dentro de cada zona tienen que asistir a la escuela particular que sirve a su grado. A estas zonas se les llama "areas de asistencia."

9. AREA DEL PROYECTO...Una area de asistencia, o una combinación de areas de asistencia, de las cuales se van a seleccionar los niños que van a participar en un proyecto.

10. ASEGURACIÓN...Prometer legalmente que todas las leyes y los reglamentos de Título I han sido o serán obedecidos.

11. ASISTENCIA PROMEDIA DIARIA (ADA)...El número promedio de niños que asisten a la escuela cada día. Cada estado tiene su propio método de calcular la asistencia promedia diaria. Algunos estados incluyen a estudiantes que asistieron a la escuela solamente medio día mientras otros estados no los incluyen; unos estados incluyen niños pre-escolares, otros estados no los incluyen. El número de niños que son de familias con baja entrada de dinero en la asistencia promedia diaria de la escuela a veces se usa para seleccionar las escuelas que van a participar en proyectos de Título I.

12. AUTORIZACIÓN...La máxima cantidad permitida de dinero que el Congreso de los Estados Unidos podría decidir gastar en un año particular para un programa particular tal como Título I. De costumbre, esta cantidad se fija por adelantado cuando la ley creando un programa se pasa o se renueva. Apropiaciones (véase el significado) deben pasarse cada año. (Al Congreso no se le requiere que asigne la cantidad máxima permitida por la autorización, y más del tiempo las apropiaciones actuales para cualquier año son menos que la autorización).

13. AYUDA CATEGÓRICA...Fondos de sostenimiento educacional proveídos por el Congreso y designados para un propósito específico.

14. AYUDA GENERAL...Usar fondos de Título I para ayudar a todas las escuelas en un distrito o a todos los niños en una escuela, aunque muchos de los niños que se beneficien no sean elegibles para ayuda de Título I. La ayuda general es prohibida por la ley y los reglamentos de Título I.

15. AYUDA TÉCNICA...Ayuda dada por expertos o por personas de sabiduría y experiencia para ayudar a los padres o a los PACs a participar en programas de Título I.

16. AYUDA PARA FAMILIAS CON NIÑOS DEPENDIENTES (AFDC)...El dinero para esta ayuda viene del estado y del gobierno federal y se usa para proveerle dinero adicional a familias que no tienen el dinero necesario para satisfacer las necesidades básicas, tales como para la renta, comida, etc. La cantidad de fondos de Título I que reciben los distritos escolares depende en parte del número de familias recibiendo esta ayuda que viven en el distrito. También, las escuelas y las areas de asistencia de las escuelas (véase el significado) dentro del distrito que son elegibles para programas de Título I puede depender del número de familias recibiendo esta ayuda que viven dentro de cada area de asistencia.

17. CENSO...El proceso por el cual todas las personas en los Estados Unidos son contadas cada 10 años (cada 5 anos empezando el 1985) conducido por la Oficina del Censo, Departamento de Comercio de los Estados Unidos. Por correo o por estudio de puerta-en-puerta, la oficina recoge información sobre la entrada de dinero de la familia, el número de niños, etc. Las

figuras del censo para estados o distritos escolares son usadas para determinar cuanto dinero de Título I va a recibir un distrito y cuales son las escuelas dentro de un distrito que son elegibles para recibir servicios de Título I.

18. CENTRO DE SERVICIOS EDUCACIONALES (ESC)...Una organización administrativa establecida para proveer servicios centralizados, tales como compras o sesiones de entrenamiento, para todos los distritos escolares dentro de su area geográfica.

19. COMITÉ CONSEJERO ESTATAL (SAC)...Un comité que es formado por el Departamento Estatal de Educación para proveer consejo sobre un programa estatal tal como inhabilitado, Título I regular y educación migrante. Los miembros generalmente son designados por el Superintendente Estatal de Instrucción Pública y los miembros representan tanto a varios grupos u organizaciones como a los padres.

20. COMPARABILIDAD...La exigencia legal que requiere que en cada escuela Título I, el número de estudiantes por cada miembro del personal (maestro, director, bibliotecario, etc.) y el gasto por estudiante de fondos locales y estatales (excluyendo la porción del salario de cada maestro que depende del número de años que el maestro ha trabajado en el sistema escolar) deben ser casi iguales al promedio de estudiante/personal instructivo y a las proporciones de gasto por estudiante en todas las escuelas que no están recibiendo fondos de Título I.

21. CONCENTRACIÓN...La exigencia legal que requiere que los distritos escolares gasten sus fondos de Título I en un número suficientemente chico de niños educacionalmente despojados (véase el significado) quienes asisten a escuelas elegibles (véase el significado) para mejorar la ejecución (véase el significado) de los estudiantes. Si los programas no son concentrados sino que sirven a un número demasiado grande de niños, la cantidad chica de los servicios extras no serán suficientes para ayudar a cualesquieres niños.

22. CONCESIÓN...Una concesión es la cantidad de dinero que es dada a una agencia o al Distrito Escolar para un propósito en particular.

23. CONCILIO CONSEJERO (o Comité)...Un grupo elegido bajo autoridad legislativa o reglamentaria para proveer consejo, consulta, o prudencia.

24. CONCILIO DE PADRES (PAC)...El grupo de padres requerido por ley para aconsejar al distrito escolar en el planamiento, implementación y evaluación de su programa Título I Migrante.

25. CONCILIO DE PADRES DEL DISTRITO...Un Concilio de Padres que es requerido en cada distrito escolar que recibió fondos de Título I Migrante. El concilio aconseja al distrito escolar tocante el programa migrante de todo el distrito. La mayoría de la miembresía deben ser padres de niños que califican para el programa.

26. COORDINADOR DE TÍTULO I...La persona en el distrito escolar quien es responsable por la administración del programa de Título I. Puede llamársele también el Director de Título I o el Director de Proyectos Federales.

27. CUMPLIMIENTO...Estar de acuerdo con todos los guias de los reglamentos federales y estatales establecidos para la operación de un proyecto.

28. DESTREZAS BÁSICAS...Lo que los niños aprenden para poder obtener una "buena" educación y para poder funcionar bien como adultos: lectura, matemáticas y el lenguaje oral y escrito.

29. DISTRIBUCIÓN...La cantidad de dinero al cual un estado o un distrito escolar está intitulado en un año particular de todos los fondos que el Congreso ha hecho disponibles para los programas Título I de todos los distritos escolares en ese año. (Véase también el significado para apropiación y autorización).

30. EDUCACIONALMENTE DESPOJADO...Se usa para describir a un niño cuya ejecución educacional es menos que la de otros niños de su edad.

31. EDUCACIÓN EQUIVALENTE...Un programa educacional diseñado para compensar las faltas que existen en las experiencias aprendedoras de un niño, a veces llamada educación remediable.

32. EDUCACIÓN ESPECIAL...Este término se refiere a un programa con fondos especiales y el cual se dirige a las necesidades de niños con inhabilidades físicas, mentales, emocionales o de habla.

33. EDUCACIÓN MIGRANTE...Un programa educacional especial para los niños migrantes de trabajadores migratorios. El intento de este programa es el de proveer ayuda académica para traer al niño migrante al nivel académico de sus compañeros.

34. EJECUCIÓN...La cantidad que ha aprendido un niño. Frecuentemente declarado en términos de ejecución según la edad o ejecución según el grado en la escuela - términos que indican cuanto un niño típico debería haber aprendido en un grado particular o a una edad particular. La ejecución frecuentemente se mide por las marcas que saca un niño en un examen.

35. ESCUELAS DESIGNADAS...Esas escuelas elegibles, o escuelas que están sirviendo a areas de asistencia elegibles, efectivamente seleccionadas por el distrito escolar para tener programas de Título I. Pueden ser llamadas "escuelas de prioridad."

36. ESCUELAS ELEGIBLES O AREAS DE ASISTENCIA...Esas escuelas proveyéndoles servicios a concentraciones de niños de familia con baja entrada de dinero o las cuales se les permite tener programas de Título I. En cada distrito escolar, programas de Título I primeramente se les debe de proveer a escuelas o areas de asistencia con la más alta concentración de niños de familias con baja entrada de dinero - y todos los programas de Título I deben satisfacer el requisito de concentración (véase el significado).

37. ESCUELA NO-PÚBLICA...(escuela privada) Una escuela elemental y/o secundaria que no está bajo la jurisdicción de una mesa directiva de una escuela pública, la cual satisface los reglamentos federales contra la discriminación basada en la raza o en el sexo.

38. EVALUACIÓN...Un estudio para determinar el grado al cual un proyecto de Título I ha ejecutado sus objetivos. La evaluación puede ser tocante si acaso se llevó acabo el programa de Título I como se había planeado o si el programa resultó en los tipos de progreso educacional para los estudiantes en el programa que habían sido predichos por los objetivos de ejecución (véase el significado).

39. FIJAMIENTO DE NECESIDADES...Identificar los tipos más importantes de servicios o ayuda que los niños elegibles para Título I necesitan para poder mejorar su ejecución (véase el significado).

40. GASTO PROMEDIO POR ESTUDIANTE...La cantidad total del dinero gastado en la educación pública elemental o secundaria en un estado (o en la nación) es dividido por el número de niños en las escuelas públicas primarias o secundarias en el estado (o en la nación). Para la mayoría de los propósitos de Título I, los fondos federales deben excluirse al determinar el gasto promedio por estudiante.

41. GUIAS PARA LOS PROGRAMAS...Interpretaciones de la ley y reglamentos federales de Título I (véase el significado) previamente emitida por la Oficina de Educación de los Estados Unidos. Ya no están en efecto ningunos guias para programas. Todos los guias futuros serán oficialmente publicados de la misma manera que los reglamentos.

42. LENGUAJE ORAL Y ESCRITO...Programas instruccionales en las formas orales o escritas del lenguaje, incluyendo la lectura, escritura, discurso, gramática, ortografía, etc.

43. MANTENIMIENTO DE ESFUERZO...La exigencia legal que requiere que los estados y los distritos escolares locales que están recibiendo dineros de Título I no reduzcan los gastos de sus propios fondos (ya sean gastos totales o gastos promedios por estudiante (véase al significado) significativamente de un año al otro. Este requisito tiene que satisfacerse antes de que se aprueben las aplicaciones (véase el significado) de Título I.

44. NIÑO MIGRANTE...Un niño que se muda con sus padres de un distrito escolar a otro a lo menos una vez por año en busca de trabajo relacionado con la agricultura o la pesca, trabajo que incluye la cultivación y/o la cosecha de árboles. A veces se le refiere como un estudiante migratorio.

45. NIVEL SEGÚN EDAD O NIVEL SEGÚN GRADO...El término que se usa para describir la ejecución típica de niños de cierta edad o en un cierto grado en la escuela.

46. OBJETIVO DE EJECUCIÓN...Una declaración, en términos específicos y que pueden ser medidos, de lo que el programa de Título I intenta lograr para los niños que están participando en el programa. Normalmente se declara en términos de las marcas que se anticipa saquen los estudiantes en una prueba dada al final del año escolar.

47. OFICINA DE EDUCACIÓN DE LOS ESTADOS UNIDOS (USOE)...La agencia federal que es responsable por la administración de Título I.

48. PAC DE LA ESCUELA...Un Concilio de Padres en cada escuela. Aconseja al distrito tocante el proyecto en operación dentro de esa escuela. También se le puede referir come el PAC del Edifico.

49. PROCEDIMIENTO PARA AGRAVIO...Un procedimiento oficial que esboza y determina el proceso que debe seguir el Concilio de Padres para someter quejas a la Mesa Directiva del Distrito Escolar o al Estado.

50. PROCEDIMIENTO PARA QUEJAS...Un proceso, requerido en cada estado por los reglamentos de Título I, para investigar problemas en programas locales de Título I que los padres u otros ciudadanos han traído a la atención de los oficiales estatales.

51. PROGRAMA BILINGUE...Un programa educacional en el cual el personal es fluente en un idioma además de inglés y en el cual ese idioma es la lengua nativa de un número sustancial de los estudiantes que están participando.

52. PROYECTO...Un conjunto de actividades diseñadas para corregir un problema educacional específico de un número limitado de niños elegibles.

53. REGLAMENTOS...Esas reglas, emitida por el gobierno federal o estatal, basadas sobre o derivadas de legislación federal. El intento de estas reglas es el de guiar la operación de los programas de Título I Migrante.

54. REGLAMENTOS ESTATALES...Las reglas adoptadas por las agencias educativas estatales para los proyectos de Título I en el estado. Los reglamentos estatales no deben de estar en conflicto con la ley o reglamentos federales.

55. REMATE DE UNA CUENTA...Un reviso del programa y de los archivos financieros de un proyecto Título I local o estatal para determinar si el proyecto se ha llevado acabo de acuerdo con la ley y los reglamentos. (De costumbre este reviso se conduce por oficiales fuera del estado o del distrito local.)

56. SERVICIOS DE SOSTENIMIENTO...Actividades no instruccionales que se necesitan para poder lograr las metas educativas de los programas de Título I. Tales servicios pueden incluir cuidado médico y dental, transportación, consejo/guianza y alimento.

57. SUPLANTAR..."Remplazar" o "usarse en lugar de". Fondos de Título I no pueden suplantar fondos estatales o locales. El suplantar ocurre cuando los sistemas escolares locales usan el dinero de Título I para mantener programas y servicios que fueron pagados por fondos locales antes de que se hiciera disponible el dinero federal; o cuando el distrito escolar le provee servicios idénticos a todas las escuelas (o a los estudiantes en las escuelas) pero le cobra a Título I por estos servicios en las escuelas Título I (o para ninos de Título I). El suplantar ocurre también cuando se usan los fondos de Título I para pagar servicios que los distritos escolares proveen en algunas - pero no en todas- escuelas que no son Título I mientras las escuelas que sí son Título I no reciben su parte justa de estos servicios.

58. SUPLEMENTAR..."Añadirle." Los fondos de Título I deben de añadirle a los fondos estatales y locales que se gastan en la educación de niños de Título I.

59. VIGILACIÓN...Un reviso sistemático de los proyectos de Título I Migrante para determinar si ese programa está satisfaciendo los guias federales y estatales y está operando como se describió en la aplicación del proyecto.

PARTE 9

LISTA DE RECURSOS DE INFORMACIÓN

(1) A Primer For The Training Of ESEA Title I Parent Advisory Councils - Clarence J. Jones, Reading Consultant and Title I Coordinator, Salisbury Township School District, Allentown, Pennsylvania and William M. Yerger, Principal, Macomb Community Schools, Macomb, Illinois

(2) "Everything You Always Wanted To Know About PACs But Were Afraid To Ask" - Marla Mora Guerra, Consultant Migrant Program, Region I Education Service Center, Edinburg, Texas

(3) Federal Register, Vol. 45, No. 66, Thursday, April 3, 1980, Rules and Regulations, Department of Health, Education, and Welfare, Office of Education

(4) Organizing An Effective Parent Advisory Council - National Coalition of ESEA Title I Parents, National Parent Center, Washington, D.C.

(5) Public Law 95-561 - Title I - Amendment to Title I of the Elementary and Secondary Education Act of 1965, November 1, 1978, 95th Congress

(6) "Standard Procedures of Operation for Meetings - Rights and Responsibilities of the President, Vice President, Secretary and Members" - Migrant Education Service Center, Salem, Oregon

(7) Texas Education Agency, Division of Migrant Education

(8) Title I, "An Opportunity for Growth" - Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington